

PERSONAL COLUMN

Next year sees the centenary of the County Council Act. In 1888, Harold Ritchie, president of the Local Government Board in Lord Salisbury's Government (but not otherwise remembered as one of Nicholas Ridley's predecessors), carried the measure through Parliament. For the first time, each county was given an elected council; 14 years later county councils became local education authorities under Arthur Balfour's Education Act.

It is a great mistake to imagine that all the shire counties have been educational backwaters. As a young civil servant in the 1950s, some of my earliest dealings were with Shropshire. Education was in the hands of Offley Wakeman, the high Tory chairman of the education committee, and Martin Wilson, the humbly-titled, but formidable secretary for education.

I visited schools in Shropshire several times with Martin Wilson. He drove a splendid old Rover with one hand (or sometimes none) along the country lanes to Clun or Wen, pointing out natural and man-made features. Then he would stop suddenly at a village school, give me a thumb-nail sketch of it as he hurried up to the door with his hair flying and greet the well-briefed head. In no time at all, he would be telling me of his urgent need for a new building. He was as effective on paper or at a meeting, and he and his thrifty committee persuaded us to approve a lot of building work in the county.

And Shropshire was not alone. From the 1950s, and even earlier, many counties, Labour and Conservative, have been pragmatic innovators. Durham, and later Nottinghamshire, with nursery education; the West Riding with middle schools; Devon, Dorset, Oxfordshire and many others with successful rural comprehensives; Hampshire with some of the earliest sixth-form colleges that now attract 16-year-olds from independent schools; Cambridgeshire with village colleges - the list is a long one.

There will be plenty for the counties to celebrate next year. No doubt some shire halls will echo with solemn speeches from chairmen and chief executives. I hope there will be more popular rejoicing as well. Why not bands in Bedford, dancing in the streets of Dorchester, processions in Preston, son of



RICHARD JAMESON

County fate

'Labour has a plan to dismember them. And there is also a menace from the Right'

lumière in Shrewsbury, even some levity in Lincoln?

But wait. The Labour Party, according to a policy document published a month ago, plans to dismember the counties. Nine of the old county boroughs (Stoke, Hull and the rest) will become education authorities again. Later other district councils, singly or in combination, will join them; and the etiolated counties, which spend two-thirds of their money on education and educate more than half the country's children, will wither away. (Apparently polytechnics and other colleges will go to new regional bodies, and the seamless robe of education will be in shreds.)

John Stewart of the Institute of Local Government exposed the constitutional, management and financial nonsense of some of this in his booklet *Organic Change* when the Labour Government of 1978 advanced a similar proposal; Josie Farrington of Lancashire and her Labour colleagues in the ACC can be expected to fight it tooth and nail; and after Greenwich it perhaps need not be taken seriously - though the Liberals have flirted with some similar notions.

There is a more dangerous, because more plausible, menace from the right. I am not thinking here of the centralizing ambitions said to be nursed by some ministers. Kenneth Baker carefully qualified his remarks about a national curriculum with references

to consultation and consent; the reputation and resources of the Manpower Services Commission are waning; and it is hard to believe that the removal of polytechnics from local authority control or the establishment of a few city technology colleges will excite much concern in Arkengarthdale.

The real threat to the counties, and indeed to I.e.s as a whole, comes from the free market group of younger Conservative MPs. Last year some of them set out their views in a booklet, *Save our Schools*; and one of them, Robert Jones (my own MP), conveniently summarized them in a speech in the House on January 20 this year. He said (*Hansard*, Col 762):

"First, the management of all current funds should be by the headteacher under the policy direction of an accountable board of governors. Secondly, there should be an election on a three-yearly rotating basis of a school board by parents by means of a postal ballot. Thirdly, there should be an allocation of current funds on the basis of the number of pupils on each school roll at the beginning of each year. Fourthly, school funds should be paid directly by the Department of Education and Science. Fifthly, power should be delegated to school boards to fix on an individual basis the remuneration of teachers and their terms and conditions of employment."

As *Save our Schools* admitted (or

claimed): "the role of the I.e.s would be drastically reduced... schools would, in practice, form associations with each other, possibly under the aegis of the vestigial I.e.s.s., to handle some of the functions such as welfare and truancy more efficiently than they could as single schools."

There has been a vigorous response to this. Philip Merridale, a leading Conservative in the ACC, described in *The TES* (February 20) the vast range of school functions which can only be managed effectively and efficiently on a county-wide basis - school transport and school meals, child guidance, the education of the handicapped, curriculum development and the rest. And, speaking with even greater authority, Age-In-Rumbold, herself an old I.e.s. hand, told the Hereford and Worcester headteachers last month that "we have 400,000 teachers and 25,000 schools which can only be run by I.e.s.s. I.e.s.s. have worked pretty well up to now. Every system has its drawbacks, central and local, but I think this is the best system." (*TES*, February 20).

Perhaps, then, next year's joy and junketing can be unconfined. But it would be as well for the revellers to the shires to remind others of Burke's well-remembered doctrine - "It is not necessary to change, it is necessary not to change."

NEXT WEEK

Parent power
Jeremy Sutcliffe reports on the progress of the parents' movement during the past year

Peaceful co-existence
Why the maintained and independent schools need each other

Against sanctions
Fleur de Villiers reviews some recent studies about the South African economy

Extra: Reading

NOTICEBOARD

No 296 CROSSWORD by Rufus

PEOPLE...

Mr Tom Cornthwaite to be county education officer for Suffolk in succession to Mr Duncun Graham. He was formerly deputy education officer for Suffolk. Professor Neil Buxton, deputy director of Glasgow College of Technology, to be director of Hatfield Polytechnic on the retirement of Dr John Hinton in September. Mrs Hilary Temple, head of Coventry Open Tech Project, to be director of the Manpower Services Commission Open Learning Branch. Mr John Hazell, head of classics at the City of London School, and Dr Michael Grant, a former fellow of Trinity College, Cambridge, are the joint winners of the Lagna Prize, for the Italian translation of *Who's Who in Classical Mythology*.

CONFERENCES...

March 21 National Association of Teacher Therapists and Teachers in Multi-disciplinary Settings conference on *An Introduction to psychodrama*, by Paul Holmes, consultant and senior lecturer in child and adolescent psychiatry, at Isledon Teachers' Centre, Bicester Road, London NW10 1JN from 10.30am to 5.30pm. Tickets at the door £3.50 non-members or from Gill Eastaugh 01-979 6542 (evenings). March 22 *Issues in children's sport* at Bedford College of HE organized by the Institute for the Study of Children in Sport to bring together coaches, administrators, teachers,

and others with an interest in providing sport for children. Details from Mr B Goffey, Bedford College of HE, 35 Lansdown Road, Bedford MK40 2BZ. March 26 *Youth into media* - a conference for those interested in careers in the media at Central Hall, Westminster. Fee £2.75. Details from Youth into Media, 92 Central Street, London EC1.

March 28 *Education - who's in control?* organized by the Harrow branch of the National Association for Primary Education with John Roa, David Luck and Henry Pluckrose. Fee £4. Details from Adrian Parker, Stanbury Middle School, Abercrom Road, Stanmore, Middlesex HA7 2PJ.

March 29-April 3 Association for All Speech Impaired Children (AFASIC) symposium at the University of Reading. Sessions on the causes of language disorder, the characterization of speech and language disorder, management of children and young people with language disorders, psychological aspects of specific language disorder and augmentative communication systems. Details from Maura Noble, AFASIC, 347 Central Markets, Smithfield, London EC1A 9NH.

March 30-31 Association of Teachers of Tourism conference on *Tourism technology and information sources* at the University of Surrey for teachers on FE and HE tourism courses. Fee £35 (non-members £50). Details from Eileen Lewis, North-east London Polytechnic, Longbridge Road, Dagenham, Essex RM8 2AS.

COURSES...

March 30-April 1 Admissions to higher education for school and higher education, teachers, careers officers and advisers and higher education admissions staff at the college of Ripon and York, St John Details from CRAC, Bateman Street, Cambridge CB2 1LZ.

April 2 Supporting student learning at the Centre for Educational Development and Training. Manchester Polytechnic to discuss good practice and the contribution of the pastoral experience of sixth-form colleges and community education and the work of access courses in study skills. Fee £21. Details from Mrs Madeline Agnew, CEDAT, Manchester Polytechnic, Cathedral Road, Manchester M13 9JA.

April 3 *Home for courses - educational courses and their implications for employment in the leisure and recreation industry* for lecturers and teachers of PE and recreation studies at Homersmith and West London College, with George Tomlinson, Bob Brenton, Bill Black and Les Spiers. Details from Mike Worwick, South Thames College, 30 Putney Hill, London SW15 6EX.

April 4 *Of course you can help your child to learn* with Geraldine Taylor - a practical course on parental involvement organized by Educational Topics Service at Millfield House Arts Centre, Silver Street, Edinboro N18 1PL Tel 01 807 8766. Fee £3.50.

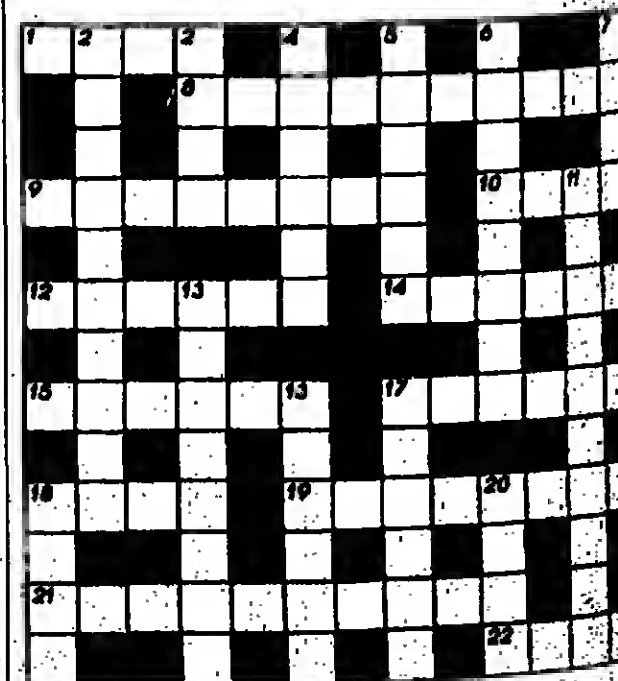
EVENTS...

March 27 and 28 Technology fair at Menor Form School, Rushall, organized by TVEI and the science and technology project teams. Displays and demonstrations of children's work, problem-solving, and exhibitions of technology equipment. Details from the TVEI Centre, EDC, Gorway Road, Walsall, WS1 3BD.

March 28 BAYSIDE, a science and technology based "fun day" at London Zoo organized by the British Association for the Advancement of Science. Competitions, problem-solving activities, interactive exhibits and industrial presentations will be among the events. Tickets, which include entry to London Zoo, are £1.60 for BAYSIDE members, £2.60 for non-members. Adults, £3.60. Details from Barbara Small or Peter Briggs, the British Association, Fortness House, 23 Saville Row, London W1.

COMPETITIONS...

Cot death research A competition to create a Christmas card in aid of cot death research is open to all 5 to 16-year-olds. The winning design will be printed as Christmas cards and sold in aid of research. A special exhibition of the 400 best entries will be held in London in the autumn. Details from Karen Taylor, Bliss Lancaster, 180 Wardour Street, London W1.



Across

- Underground pipe (4)
- Leave the wrong impression (10)
- He's cruel perhaps, but known for his strength (8)
- She loved Narcissus, it's recalled (4)
- Key to public property (6)
- My wife is for something fancy (6)
- First film shot of suspense (6)
- Possibly border on criminal act (6)
- Patience print (4)
- Courteous reply, play to take to heart (8)

Down

- Reserve player (10)
- Great work from the pleader (4)
- Strange girl seen by the French window bars (6)
- Pining task for a gurgling addict (6)
- In a way, it repays hardship (6)
- Open to dust (4)
- They're really, form may be flattery (10)

Educational Supplement

WEDNESDAY MARCH 20 1987 NUMBER 3680

Liverpool offers staff guaranteed marking and preparation time

Unions sign historic class size deal

by Barry Hugill and Richard Garner

Teachers and their employers have signed the first-ever contract guaranteeing maximum class sizes and marking and preparation time in any English or Welsh schools.

The deal - agreed between five teachers' unions and Labour leaders of Liverpool City Council only hours before 47 of their councillors were disqualified from holding office - is expected to be honoured by the city's incoming Alliance administration.

Unions leaders are studying the contract in the hope that it will pave the way for negotiations with other authorities. The National Union of Teachers, in particular, favours further deals as a way of improving the contract Mr Kenneth Baker is imposing by law.

The contract specifies a maximum secondary school class size of 30 - an improvement on the figure of 33 stipulated in the Ascas deal between teachers and I.e.s.s., but in line with that put forward last week by Mr Giles Baker, Labour's spokesman.

It also guarantees non-contact time for marking and preparation equivalent to 12½ per cent of the school day - and a guaranteed programme of in-service training.

The number of supply teachers will be boosted so that subject specialists will be available to replace teachers on

in-service training courses.

Union leaders hope to extend the deal to primary schools later.

The contract was signed last week by Mr Kenneth Amcliffe, the director of education, and all the teacher unions bar the Professional Association of Teachers, which is not recognized.

The immediate extra cost is minimal because the deal is self-financing: it will swallow up those teachers whose jobs would otherwise have disappeared because of falling rolls, so it absorbs possible future savings.

Mr Amcliffe said that the Alliance, which is in charge until elections in May, would have no reason to renege on the contract because "it does no more than encapsulate long-standing agreements. No concessions have been made to the teachers".

The first act of the new council will be to scrap Labour's rigid catchment area policy for its 17 reorganized community schools.

From September, parents will have the right to choose, subject to availability of places, whichever of the schools they prefer, regardless of where they live.

The policy will only apply to 11-year-olds despite an earlier pledge from Sir Trevor Jones, the city's Liberal leader.

End of a socialist experiment, page 6.



Pupil pupils of Birmingham's Handsworth Wood boys' school (Lukhbir Gill - left - and Devon Plummer) learn the techniques of ballet during a seven-week project at the school organized through Sadler's Wells Royal Ballet.

Authorities take lead on curriculum

by Ian Nash

Local education authority plans to present the Government's proposal to impose a national curriculum on schools have been drawn up with the full support of all political parties.

The authorities are planning a national advisory body - similar to that having public sector higher education and spelled out in more detail at a special meeting of CLEA on April 15.

A national advisory body for the schools sector would have two tiers. The first tier, which would issue the guidelines, would include local and central government and voluntary sector representatives, and be chaired by a Minister or his representative.

The second tier would include education officers, inspectors, heads of the SEC and SCDC and from the churches, parents and employers' organizations. It is suggested this tier

convincing him of their suggestion that the body should merely issue guidelines to be "endorsed or modified" to suit local conditions.

The recommendations, however, are not final. They will be put to the I.e.s. associations - which are unlikely to oppose them - and will be modified and spelled out in more detail at a special meeting of CLEA on April 15.

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The second tier would include education officers, inspectors, heads of the SEC and SCDC and from the churches, parents and employers' organizations. It is suggested this tier

would have an independent chairman. Her Majesty's Inspectorate, the Department of Education and Science and the Manpower Services Commission would also be invited to participate, and the advisory body would set up a number of working parties to look at particular aspects of the curriculum.

With I.e.s.s. free to endorse or modify the national guidelines to suit local conditions and needs, the 1986 Education Act would ensure that the work of the advisory body was paid more than lip-service.

Individual authorities would be required to publish their curriculum policies for parents, governors and others to assess by the national recommendations.

Mr Ivor Widdison, a spokesman for CLEA, was optimistic about the plan. "Kenneth Baker has gone out of his mind," he said.

Continued page 3, col 2

Bangladeshi threat to ILEA

by Diane Spencer

Bangladeshi community leaders in Camden and Westminster are considering legal action against the Inner London Education Authority because 800 homeless children are allegedly being denied regular schooling.

Earlier this month, the community leaders decided to consider challenging the ILEA for breaking the 1944 Education Act and the Race Relations Act.

The Camden Committee for Community Relations has encouraged parents to take legal steps, but the ILEA says it is well aware of the problems of educating children from homeless families - estimated to have risen in number from 50 five years ago.

Officials estimated that 15 new primary schools would have had to be opened to cope with all the homeless families in this area.

Mr Gwyn Robins, divisional education officer, hopes that 180 places can be added by September and extra Bengali-speaking education welfare staff hired next month. He has already provided 180 extra places.

His area, spanning Victoria, Paddington and King's Cross, attracts newcomers to London because of its high concentration of hotels.

The difficulties in educating homeless Bangladeshi children include:

- poor liaison between housing and education departments;
- illiteracy so they cannot read translated information leaflets;
- frequent moves so the education authorities fail to catch up with them.

Mr Bernard Wiltshire, deputy leader of the ILEA, will meet Bangladeshi parents at Winton School in Islington this evening.

THIS WEEK

THE TIMES	14.15
THE TIMES SUPPLEMENT	14.15
THE TIMES MAGAZINE	14.15
THE TIMES YEARBOOK	14.15
THE TIMES COMPANION	14.15
THE TIMES YEARBOOK	14.15
THE TIMES COMPANION	14.15
THE TIMES YEARBOOK	14.15
THE TIMES COMPANION	14.15



Parent power



False start



Dangerous professionals



Extra Reading



Extra Reading



Extra Reading



Time to put the house in order

A vote of 63 to 12 in favour of a one-day strike in the council of the Assistant Masters and Mistresses Association has been followed by the decisive rejection of the strike call in a poll of the membership. AMMA will not strike. Council members will examine their own judgement and prepare to take the train to Harrogate for the association's pre-Easter conference, many of them with fragments of egg still about their persons.

Three unions have now voted. Two overwhelmingly supported action: one was opposed. The divisions are embarrassing to all teachers and particularly to the NUT and the NAS/UWT, whose staggered programme of strikes and rallies is only now getting under way. What is at stake is the support of parents and how to make a powerful protest without offending them. The NAS/UWT and the NUT clearly believe that they must protest with all the vigour at their command, and that, in the long term, parents will understand and lay the ultimate blame not on them but on the Secretary of State.

They get some support for this view from the representative voices of parents (page 7). But how many divisions has the National Confederation of Parent-Teacher Associations? It is a fairly safe rule to distrust national bodies with loose membership ties when they purport to speak for their members.

It is one thing for a PTA to consult parents in a school - collect opinions and put them to the vote and then produce a reasoned statement of their collective view to feed into a local debate. But the lines of communication between the leaders of the NCPTA are far too long and flimsy to allow its leaders to speak with authority about the reaction of local parents to action in any particular school or throughout the country. And, indeed, Mr James Hammond, deputy secretary of the NCPTA, recognized this recently in a television interview when he observed that parents would blame the teachers for the immediate consequences of this action even if (as he evidently hoped) they also held Mr Baker responsible for the underlying cause.

Dr David Owen, with an election in the wind,

weighed into the teachers at the Alliance meeting in Plymouth. The Act, which had imposed the salary settlement and laid down the contract, was now the law of the land and so was the confiscation of the teachers' negotiating rights. He thought it would be quite wrong to disrupt the education of individual boys and girls to register protest on these matters and try to make the Government change its mind. Dr Owen is no better placed than Mr Hammond to assess parental opinion, but it is a politician's job to form shrewd assessments of public reactions. He clearly shares Mr Baker's appraisal of the politics of the Teachers' Pay and Conditions Act 1987, and it is this judgement which will now be strengthened by the AMMA vote.

The truth of the matter was neatly summed up in a television interview on Monday evening between Terry Wogan and two eminently reasonable teachers who were supporting strikes. They were among the most effective spokesmen for the teachers so far, because the sincerity of their concern for their pupils was transparent. They saw no alternative to the present round of protests. Otherwise, Mr Baker would simply turn round and say: "There, I told you so, the teachers accept what I've done; it's only their union leaders who are up in arms".

It is very difficult to quarrel with this analysis. If the teachers had taken no action, that is exactly what Mr Baker would have said - it's exactly what his advisers were saying in advance. . . But how much striking - how much action which causes children to be sent home - needs to take place to register the teachers' protest?

The AMMA seems to be saying that the limit of the effectiveness (and acceptability) of this kind of disruption is soon reached. Reports from around the country suggest that some of those who have demonstrated their loyalty and conviction by supporting action, are doing so with their eyes open; they know that there is a real risk that support will peter out in the face of parental anger. If this were to happen it would weaken the unions' position dramatically.

The teachers' unions remain acutely vulnerable because of their divisions. Their friends in the Trades Union Congress have been paralysed by the perpetual wrangling between the NUT and the NAS/UWT. Significantly, Norman Willis, the TUC general secretary, took the occasion of the latest outbreak of disruption to urge them to merge because their present feuding is an affront to teacher unionism. Even those who think that TUC-style teacher unionism is itself an undesirable development, must agree that the fragmentation of the teachers' organizations has been exploited by Mr Baker.

Norman Willis, as an old hand at the game, knows as well as anyone else, what personal and organizational difficulties inhibit a merger between two large unions which have thrived on their mutual hostility for so long. But many members of both the big unions will be pleased the matter has been raised and hope the TUC (of whose general council Fred Jarvis is now chairman) will find a way of taking it further.

Those with long memories will recall how little success has attended unity calls in the past. But it is plain that the present multiplicity of unions is a real obstacle in the way of a new negotiating structure. And while it is true to say that Mr Baker should do the statesmanlike thing and move quickly towards a tolerable long-term successor to Burnham, it is true also that the unions and professional associations should now make a new effort to put their own divided house in order.

It is important not to lose sight of this aspect of the present crisis. There needs to be some sort of self-denying ordinance which would ensure the renunciation of forms of association based on historical differences rather than present principles. Obviously it is not easy to form and operate the necessary federal structure - even the heads, who have so much in common, are unable to unite for the purposes of salary negotiation. If the teachers want a restoration of collective bargaining, they must get their collective act together, and soon.

COMMENT

Liverpool in flux

The good news from Liverpool is that the secondary schools have been reorganized into manageable shapes and sizes, after years of uncertainty and falling rolls; that the teachers have an eminently sensible new contract limiting class-size and contact-time; and that the pupils are more likely to have decent homes.

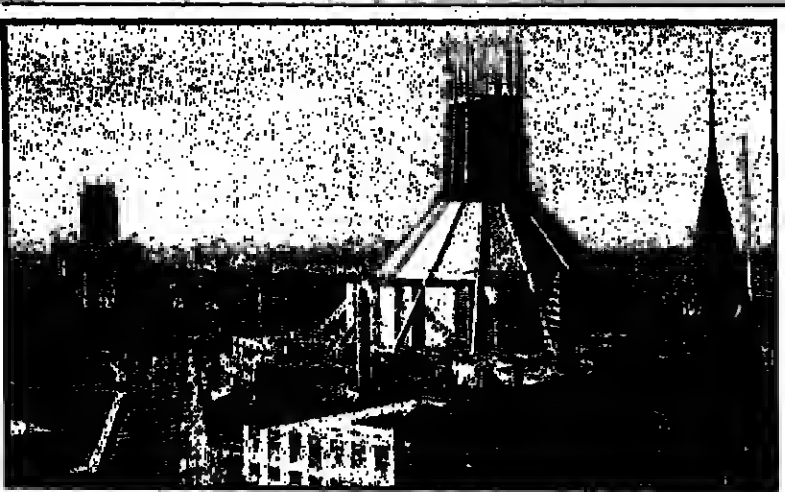
The bad news is that the city and most of its leaders are on the verge of bankruptcy, the education budget has been raided ruthlessly to pay for houses, parks and sports halls, and that children are unlikely to be issued in school with either textbooks or toilet rolls.

As Barry Huggill recalls on page 6, the overwhelming reaction on all sides when Liverpool's Labour brotherhood swept into power in 1983 was one of relief that at last 10 years of hung power and stalemate were over.

Since then, life has been an uneasy mix of nightmare and Wonderland, not least for the teachers.

Now that the litigation and the appeals and the disaffiliations are over, reactions are still dazed, but there is a feeling that schools may have saved something from the wreck. By all accounts the education budget suffered because a chairman without strong enough political credentials was trampled over by town hall dictators who didn't see it as a priority area: an extreme example of how the rate support grant system can be abused at the expense of education.

It is worth speculating whether Liverpool might not have been found in a test case to be falling in its statutory duties under the 1944 Act. And, if the charges prospered, it



Liverpool's "looted dictators" did have a splat-off for the classroom which could prove a valuable legacy.

By making job creation and housing the over-riding priorities, Labour's hard Left has produced rows of new houses and the effects of improved conditions are already being felt in the schools. The expensive sports centres were derided, but they are keeping the young people off the streets and no one is talking about another Toxteth at present. But there are still hard decisions to be made about primaries, secondaries and - above all - cuts. The Militant days are over, but the bad news probably isn't.

Reading 'real books'

In some ways, it's never been a better time for primary teachers to fulfil their central aim of getting children to read with enthusiasm. The articles in the Reading Extra (pages 52-53) give a statutory duty under the 1944 Act. And, if the charges prospered, it

in-service teacher training. But, as the Commons Select Committee said, little progress can be expected until primaries are given better resources and staffing.

It is easily forgotten, in the understandable panic caused by adult illiteracy figures, that the great majority of children learn to read satisfactorily in the early stages. One of the reasons that primary pioneers switched to the "real books" approach was that they realized that too many children could read, but rarely did with any enthusiasm. And there is some evidence that many children slip back at secondary school, where positive steps to encourage reading for pleasure and learning are even rarer (but see Charles Osborne, page 48).

The minority who do not make satisfactory progress in the early stages need individual diagnosis, encouragement and help - and the sooner the better. If the Government's proposed tests for seven-year-olds help to make sure that is provided in all schools, they would bring some benefit. But if no extra resources are forthcoming, and primary schools continue to be understaffed, and unable to invest in the books and in-service training they desperately want to improve their teaching of reading, the cynicism of professionals will be all too justified.

Second opinion

Counting the hours and duties

Mr Kenneth Baker's letter to head teachers made me feel very depressed. At the moment, children attend school for five and a half hours a day for 190 days a year. The new contract will give teachers a six and a half hour day for 195 days a year (with an additional unspecified amount of hours to be worked as is "necessary").

Out of my staff of 55 teachers, the vast majority work well in excess of those hours. In the two terms since last September, there will have been seven school journeys accompanied by a total of 23 members of staff (and that's a 24-hour-a-day job); there has been at least one social event for the pupils every year; there will have been an opportunity for parents of all years to have seen their child's teacher; detailed profile reports have been written in teachers' own time for years and to three; every teacher attends at least one after-school meeting each week and may attend more than one; parents have regularly been seen at school; case conferences have been attended for pupils with special needs or pupils who are at risk; school teams have been trained and taken to matches; curriculum development has gone on; new courses have been written and evaluated, including GCSE; a school production has been put on; evening trips have been taken to theatres and concerts - I could go on with the list.

So if they are already working those hours, what is the problem? The problem is that my back-working staff quite rightly feel insulted by the imposed settlement. They don't need to be told exactly how many minutes they should be working. They are appalled by the removal of their negotiating rights and perplexed as to why a proposal that was, admittedly with difficulty, hammered out between unions and employers, was rejected.

They are horrified by the prospect of a clause on cover for absent colleagues in that in fact says that if so supply teacher can be found (and that is often the case) they can be made to do unlimited cover. There is no guarantee of even a minimum amount of marking and preparation time and no mention of maximum class sizes.

Mr Baker may argue that such stringent conditions of service are necessary to deal with the minority of teachers who don't do all these things and to prevent withdrawal of goodwill being used as an industrial weapon. Both those points are valid ones which can be answered by solutions other than imposed conditions.

In the first instance, it is possible and not unusual for a school to plan to advance its programme of events for the forthcoming year, including meetings, parents' evenings, and sports days. The local authority could be down that this planning must be done in consultation with staff and governors.

Once the programme has been agreed, powers could be given to heads so that they can ensure that all teachers take part in that school's agreed programme and can't opt out of it. As far as needing to lay down hours and conditions to prevent withdrawal of goodwill, it will as part of industrial action, teachers are paid a decent professional salary they won't stop doing things like writing reports and going to parents' evenings, which they know and accept are part of their job.

So, I'm depressed because the teachers are so fed up with the way they have been treated, that the only way isn't going to be that they work Mr Baker's hours and conditions but that they'll only work his hours and that's a lot less than they do now.

C A Wharton
JC Wharton is head of school in south London.

IN BRIEF

Union ponders change of HQ

The National Union of Teachers is considering moving at least some of its staff out of its London headquarters - but is unlikely to sell the valuable Kings Cross property to raise cash.

The union, faced with a declining membership and financial problems, is examining a number of options, including moving some of its staff to its training base at Stoke Rochford, Lincolnshire. But NUT leaders argue a continued presence would be needed in London.

A working party is reviewing the future use of Hamilton House, the union's present headquarters. Two floors of this building are nearly empty following the move of the National Association of Teachers in Further and Higher Education to new offices of their own, and the departure of the Royal Institute of Public Administration.

Senior DES post

Mr Nick Sturt is to succeed Mr Walter Ullrich as Deputy-Secretary in the Department of Education and Science. The appointment has been approved by Mrs Thatcher. Mr Sturt is currently Accountant General at the DES. In the mid-1970s he was a private secretary at 10 Downing Street.

Brent's new chief

Mr Michael Stoten, currently assistant director of education for Coventry, is to be the new director of education for Brent. He hopes to take up the post in the summer. His appointment was enthusiastically attacked by two black Labour councillors who said that the job should have gone to the Jamaican-born Birmingham headteacher, Mr Carlton Duncan.

Parting shots

Deputy headteacher Ronald Etherington is fighting the threat of dismissal by firing a starting pistol loaded with blanks in front of a class at St Bevel's primary school in the London suburb of Mitcham. Mr Etherington, local secretary of the National Union of Teachers, was suspended last November. A panel of members of Merton education authority and governors confirmed last week a finding of gross misconduct which carries the penalty of dismissal. The matter will be considered by the borough education committee on April 13. There is a right of appeal. The National Union of Teachers is considering legal action against the authority. It says Mr Etherington made an error of judgement.

Surprise choice

The new head of Schools Television at the BBC is Mr Alan Rogers, former head of Current Affairs and Magazine Programmes on BBC radio. He will take office on March 30. Mr Rogers is a surprise appointment with no previous experience of television or formal educational broadcasting. Aged 47, his background is more in newspapers and radio. As a producer and senior executive at the BBC since 1968, he has been associated with several social action campaigns for young people, including programmes on exam and career options, programmes for the unemployed, Drug Alert, and the recent Radio 1 AIDS campaign. The post at Schools Television was vacated earlier this year when Mrs Eurynon Wynne Jones became Controller of BBC Education.

Doctor's payment

Modern Girls' College, Worcester-shire, which sacked its male doctor and replaced him with a woman, was found guilty of sex discrimination by an industrial tribunal last week. Dr Robert Holman, doctor at the school for seven years, won £8,000, the maximum possible compensation. He was replaced last September by the new headmistress, who thought that a woman doctor would deal more satisfactorily with the pupils' sexual and emotional problems.

NUT orders 'retrial' of London strike rebels

by James Melkie and Barry Huggill

Leaders of the National Union of Teachers in inner London face expulsion or fines next week for organizing an unofficial strike in January.

The outcome of the disciplinary hearing could spark a major row within the union. The new hearing is being held because national officers of the union - president Mr Bob Richardson, vice-presidents Mr Ian Morgan and Mr Malcolm Horne, past-president Mr Gordon Green and treasurer Mr Don Winters - have appealed against the findings of a disciplinary committee which last month reprimanded just seven of the 50 council members of the Inner London Teachers' Association, who were accused of breaking union rules.

The ILTA leaders, who were reinstated after suspension, had led a one-day strike by more than 5,000 teachers over Government plans to impose a pay settlement. The action

was supported by school ballots but not sanctioned by the national executive. At the time, the NUT nationally was relying on publicity campaigns and lobbying to fight the Government's plans.

It is believed that some of the national officers think ILTA council members got off too lightly, particularly since some had given undertakings of good behaviour following other disputes with the executive.

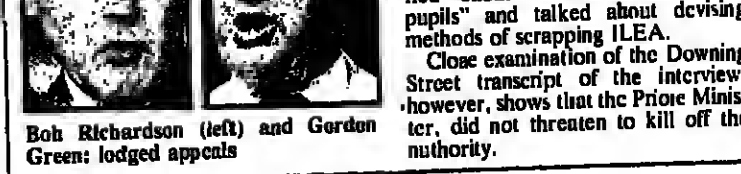
The appeals will be heard next Thursday by executive members who are not involved in the present row. But the imposition of penalties would provoke a protest at the union's annual conference next month.

Meanwhile, ILTA members in schools considered to be overstaffed by the Inner London Education Authority staged lightning strikes this week as heads named still whose jobs were to be cut. They are fighting a redeployment scheme.

● Newspaper reports that the Prime Minister is seriously considering abolishing the ILEA were dismissed by a No 10 spokesman this week "as way over the top".

Mrs Thatcher was reported in the London Evening Standard to be "worried about the indoctrination of pupils" and talked about devising methods of scrapping ILEA.

Close examination of the Downing Street transcript of the interview, however, shows that the Prime Minister, did not threaten to kill off the authority.



Bob Richardson (left) and Gordon Green: lodged appeals

Soccer decline denied by team games report

by Bert Lodge

Evidence that some team games in schools have not seriously declined with the fall in the full council of the English Schools' Football Association this weekend.

"It shows the 'black' picture is nowhere near as bleak as painted," Mr Jim Robinson, a County Durham head and former chairman of the association, said this week. "Until industrial action started again last week you could say that school football had recovered from the previous long period of strife."

A survey of more than 4,000 schools affiliated to the association shows that 95 per cent of secondary-age boys each averaged over 20 hours of curriculum time soccer last term. For 8 out of 10 boys in primary schools the average time was even higher at 24 hours.

"Our cup and trophy competitions are also flourishing," Mr Robinson added. "Entries this year for the Smith's Crisp six-a-side knock-out cup for under-11s reached 8,000, making it the biggest of its kind in the world. To say that team games have gone out of the window may be true in one or two isolated cases. It's probably more noticeable in cricket, but, allowing for the

fall to school rolls, the percentage of involvement is just as much as years ago."

Mr Robinson said the survey, when fully analysed, would challenge the gloomy view of school sport presented earlier this month by the Secondary Heads Association. This claimed that in about half of local authorities after-school fixtures had not reappeared since teachers resumed normal working last September.

The survey, which has not yet been published, also shows that 9 out of 10 soccer-playing secondary schools have a member of staff with a coaching or teaching qualification in the game. Even in primary schools, where women usually outnumber men on the staff, 47 per cent say they have a member of staff per cent qualified to coach the game. Of those without qualified help, 54 per cent have asked ESFA for some assistance in developing the game.

The ESFA is the governing body for the game in more than 13,000 schools. While the 21 members of the council are all serving schoolmasters, it employs one of the very few full-time administrators in school sport as secretary, Mr Steve Altat, a former comprehensive head.

L.e.a.s take curriculum lead

Continued from page 1

to say that he really does mean the national curriculum to be drawn up by a partnership and not imposed by central Government.

The machinery proposed here is the best possible guarantee that it is not the preserve of one interest group. It is a genuine and comprehensive partnership.

He stressed that a return to the Schools Council days would be anathema to Mr Baker. But since its abolition, no representative national body had been set up to do the work of this kind.

In his speech to the North of England education conference in Rotherham this year, Mr Baker maintained that a national curriculum needs to be "hammered out by the Government, i.e.s.s., teachers and consumers".

He further argued, however, that "we cannot continue with a system under which teachers decide what pupils should learn without reference to clear, nationally-agreed objectives without having the support, and if necessary justify, their decisions to parents, employers and the public".



String section: schoolchildren celebrated Commonwealth Day in London last week by releasing more than 1,000 balloons. The event, which was held at the Commonwealth Institute, attracted youngsters from all over London and the Home Counties. They showed off flags of the member nations that they had made themselves and were treated to a multicultural musical programme featuring the sounds of Nigeria, India and the West Indies.

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PLATFORM



Demetri Argyropulo (left) argues that Kenneth Baker (below) has improved the Conservatives' standing in the opinion polls on education issues dramatically since he became Secretary of State. But can he maintain that position now that the unions are up in arms against the powers he has assumed over pay and conditions?

Policies, profiles and polls



TABLE 1

"Which party has the best policies to deal with education and schools?"

	1983	1984	1985	1986	1987
	Jan	Apr	Jul	Oct	Jan
Conservative	32	28	31	27	35
Labour	36	32	39	43	35
Alliance	10	11	8	11	10
Don't know	21	24	20	19	20

TABLE 2

Public perception of which policies the Government handles best

RANK	Feb	May	Aug	Nov	ISBUE	APPROVAL INDEX
1	2	1	1	1	Law and order	3-8-13-9-12
2	1	2	2	2	The EEC	0-11-0-14-16
3	4	4	3	3	Strikes	6-15-13-18-19
4	6	6	4	4	Defence	8-12-27-18-16
5	3	3	5	5	Economic	11-12-15-32-21
6	8	8	8	8	Roads	18-26-31-35-19
7	6	5	7	7	Government record overall	18-37-34-40-24
8	5	8	6	6	Prices	17-19-27-33-18
9	8	7	9	9	Immigration	18-26-23-34-12
10	8	7	9	9	Tax	18-23-30-42-11
11	10	10	10	10	Average of all issues	24-33-38-36-8
12	13	11	11	11	Housing	38-36-28-28-13
13	11	12	12	12	Education	47-56-54-54-4
14	12	13	13	13	Pensions	66-84-68-68-2
15	14	14	14	14	Unemployment	59-78-77-68-10

TABLE 3

"Do you think the Government is spending too much, too little, or about the right amount on these areas?"

	Health	Education	Pensions	Roads	Defence
Too much	1	3	1	7	9
Too little	82	74	79	56	56
About right	14	18	17	28	27
Don't know	3	8	4	8	8

TABLE 4

"Do you think the Government is spending too much, too little, or about the right amount on education?"

	1988	1989	1990	1991	1992
	Nov	Aug	Jul	Jun	May
Too much	3	1	4	6	6
Too little	74	78	74	72	70
About right	18	17	15	20	18
Don't know	6	4	7	8	6

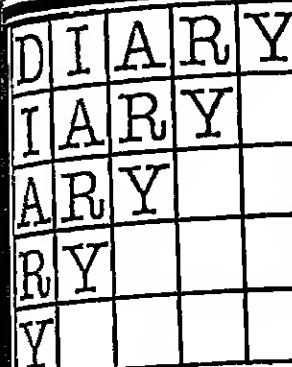
All the information in this article is taken from the monthly Gallup Political Index, published by Gallup Surveys (Gallup Poll) Ltd, 202 Finchley Road, London NW3 6LL, which owns the copyright. Gallup polls are conducted among nationally representative quota samples of about 1,000 people polled in about 100 different locations across Britain.

Though pensions come ahead of education in the "too little" row, in all previous polls back to June 1982 that position has been reversed.

For education, the figures have remained relatively constant over the years, as Table 4 shows in answer to the question: "Do you think the Government is spending too much, too little, or about the right amount on education?"

What all these statistics show is that the Government has been unpopular in the field of education over many years. While the teachers' dispute has not helped, the unpopularity goes back several years before the dispute became public. While most people disapprove of the Government's handling of almost everything (12 out of 14 areas consistently for the past six years), when given a choice of parties, the Conservatives have been the preferred party to deal with the Government.

Demetri Argyropulo, a former teacher and now a leading member of the Education Association, says that the Government's handling of education has been a disaster.



Out of mind

The saddest face in Liverpool this week must belong to John Hamilton, the leader of the council until his removal by the hard left last year. A lifelong teacher and socialist, his political career is effectively over following his disqualification from office for five years.

And what thanks does he get for his sacrifice? Not a lot from his former, far from loyal, deputy Derek Hudson. John played a very small role in the leadership. He was not acknowledged by the majority of the Labour group as the leader, explained Mr Hudson last Thursday, with minutes of the High Court verdict reaching Liverpool. So much for socialist solidarity.

There are many criticisms to be made of Mr Hamilton - many think he was brilliant far too much for the city, and he has far more friends in the city, and the country, than Derek Hudson and his followers.

A devoted Quaker, Mr Hamilton constantly refused promotion, retaining a Scale 1 teacher all his working life on the laudable grounds that, that way, he could never be accused of using his council position to further his career.

At a time when Mr Hudson was making full use of his chauffeur on the job, Mr Hamilton chose to use the bus. And unlike his deputy, he demanded the services of municipal cleaners.

The Socialist Education Association is raising funds to help the less-than-rich Mr Hamilton pay off his mortgage and thus avoid bankruptcy. Good luck to them.

Neil's on wheels

Highest face on Merseyside is that of Neil Hamilton, the local secretary of the National Union of Teachers. A former member of the Communist Party, he has his own spin of brotherly love.

Mr Hamilton wants to join the Labour Party, but the comrades are blocking his application pending an inquiry into his suitability. "I made a speech in support of Neil Kinnock," he offers in the way of explanation. Not only are his chances of gaining acceptability marginally better this week than last, he has the bonus of a space in the city hall car park now that the surcharged 47 are perforce on the ground on council premises.

Paper chase

What the NAS/UTW HQ that general secretary Fred Jarvis is a trifle miffed that the newspapers are not paying enough attention to his utterances. Well, he needs to worry any more. In the battle for the hearts and minds of the nation's mums and dads over the rights and wrongs of the pay settlement, the Tories think that they have discovered a secret weapon - Mr Jarvis.

We had to impose, Mr Baker is saying anyone who will listen, because that such as John Pearson, the Labour leader of the employers, and Mr Jarvis were working together to reach a deal that they knew the Government would have to reject. Proof that it was all a plot to boost the prospects of Mr Kinnock came the election, the Tories will claim, is the prominent role that the president of the TUC takes in the strategy meetings between senior union officials and the Labour leadership.

TUC is the election year? Mr Jarvis, of course, a fact that will soon be well publicised in the papers. The president will get the column inches he deserves but it is all very unfair. Mr Pearson, stitched up the deal with Doug Mackay, the NUT No 2, not Mr Jarvis.

Acronym

Enoch Powell, condemned contract

Leader never failed to make his mark



Terry Casey: always ready to ruffle feathers

Mr Terry Casey, the flamboyant, straight-talking general secretary of the National Association of Schoolmasters/Union of Women Teachers between 1963 and 1983, died on Wednesday, James Melkie writes. He was 67.

"The NAS/UTW is largely what Terry made it," said his successor, Mr Fred Smithies, of the forthright Irishman whose lifelong commitment to the Roman Catholic church was marked recently by the conferring of a Papal Knighthood.

Terry Casey, who left school at 16 and later became a primary school head in inner London, was an influential figure in union politics years before he became a full-time official.

He helped organize strike action in 1961 that won the then National Association of Schoolmasters representation on the Burnham pay committee. He became union president the following year, and in 1963 became general secretary.

Terry Casey masterminded the entry of the NAS into the Trades Union Congress (the National Union of

Teachers soon followed suit), and then presided over the merger with the Union of Women Teachers.

The 1971 great Durham lock-out, where the council retaliated to a work-to-rule over cover, was one of the conflicts in which the union won its battle spurs.

Terry Casey once told an interviewer that teachers had lived in a world of unreality. "They hadn't seen their problems in terms of employer-employee relations, and everything tended to be swept under the carpet by this silly word professionalism."

Always ready to ruffle feathers, he caused uproar for disclosing details of a Burnham meeting, when tradition dictated an agreed press statement and no answers for journalists waiting outside.

He retired in 1983, having seen the union surge in membership, but later launched the Catch 'Em Young project aimed at spotting and reforming potential delinquents by offering them outdoor pursuits. Terry Casey leaves a widow, Kitty, and five children.

TUC chief tells warring unions to join forces

by James Melkie

Two teacher unions promised strikes until the end of term, a third decided not to strike after all while a fourth told teachers to be "reasonable" and reject industrial action.

It was a normal week in the long-running pay and conditions saga, with the usual verbal slanging matches accompanying the chaos in the classrooms.

Dr David Owen, the SDP leader, said teachers should abide by the rule of law while telling the Government that imposition should not last into next year.

The TUC general secretary, Mr Norman Willis, surprisingly told the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers to consider a merger between their rowing in the past had damaged the reputation of trade unionism.

And, as industrial action brought schools to a halt, Mr Kenneth Baker, the Education Secretary, claimed that fewer than half the teachers balloted had supported programmes of disruption.

Members of the Assistant Masters and Mistresses Association voted to reject their executive's recommendation (63-12, not 75-0 as first mistakenly reported to the TES) for one half-day strike next week.

Nearly 73 per cent of the union's 87,096 state school members took part in the ballot. Only 26,632 (42.8 per cent of the voters) backed the leadership while 35,617 (57.2 per cent) voted against the strike.

AMMA leaders insisted that the teacher unions were united in their opposition to the Government, but there were differences over the way

such opposition should be mounted. Mr Frank Groucher, the union president, said: "Children are put in the crossfire. Public opinion and parental support are alienated. Politicians capitalise from the resulting chaos."

Mr Baker praised "the responsible membership" and appealed to the NUT and NAS/UTW to think again.

Those two unions promptly announced a rolling programme of selective half-day strikes over the next three weeks, hitting schools in 30 local education authorities.

Next week's strike targets are in Sunderland, Cheshire, Calderdale, Kirkcaldy, Hereford and Worcester (which this week launched legal action against NAS/UTW for calling an earlier strike without a ballot), Surrey, Norfolk, Avon, Gwynedd and Inner London.

The NAS/UTW, whose deputy general secretary Mr Nigel de Gruchy labelled AMMA "too docile by half", and NUT are now acting in unison following years of argument. But Mr Willis faces trouble if he presses the merger message when he meets the two unions at TUC headquarters on March 31, especially as the NUT has been trying to talk to the NAS/UTW about a possible marriage ever since last year's conferences.

The Professional Association of Teachers, pledged never to strike, was this week urging teachers to devise an effective form of collective bargaining rather than plan disruption.

Meanwhile, 80 per cent of the 3,000 members of UCAC (the Welsh-speaking teachers' union) have voted for industrial action over the loss of negotiating rights. They will stage a half-day strike next Wednesday.

The Government-imposed contract for teachers has been condemned by Mr Enoch Powell, Ulster Unionist MP for South Down, who believes similar measures will soon be enforced in Northern Ireland.

Mr Powell, addressing fellow former pupils of King's Norton secondary school in Birmingham at the weekend, said teachers were to be bound "to do a defined quantity of work of a defined quality, according to which their remuneration is to be adjusted."

"I simply cannot reconcile that with what a teacher and teaching ought to be. I do not think it is an activity that can be work-studied and measured out in those terms, nor do I think contractual obligation has anything to do with the professional pride and motivation of a schoolmaster."

HE funding White Paper imminent

All polytechnics and most colleges would be removed from local authority control under the Government's plans for higher education, which have been cleared for publication within a fortnight.

Up to 100 institutions would become the responsibility of a new organization to be known as the polytechnics and colleges grants council. Unlike the National Advisory Body, it would have direct funding powers, making it a mirror image of the University Grants Committee.

The White Paper has now been approved by a Cabinet committee and is expected to be published on April 2. Its other main features will include:

- the establishment of a university grants council, along the lines proposed by Lord Croom; and
- new targets for future student numbers implying record levels of participation in higher education. - *THE*

Brent fails to lift TES advert ban

The Labour-controlled education committee in the London borough of Brent has rejected a call from its main subcommittee to end its ban on advertising in *The TES*.

The decision is to be challenged by parents who claim the council's refusal to recruit staff through the paper is a major reason for a shortage of teachers in the borough. Opposition councillors and co-opted members had combined to oust Labour at an earlier schools subcommittee meeting.

More than 60 parents from Uxendon Manor primary school hired a bus to attend the meeting in an attempt to persuade councillors to relax the ban.

At least 18 Labour authorities have now lifted their ban on advertising in *The TES* following the end of the dispute between News International and the print unions. Bradford, Birmingham, Coventry, Doncaster, Haringey and Kirklees are the latest to lift the ban.

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A revolution that turned full circle

Barry Hugill traces the history of Liverpool's socialist experiment which ended abruptly in the Lords last week



Four years on, Mike Storey (centre) and his Liberal colleagues are in control of the city again following the disqualification of Derek Hatton (left) and Tony Mulhearn

Last week's surcharging and disqualification of 47 Liverpool Labour councillors has brought to an end, temporarily at least, the most bizarre experiment in the management of a large city this century.

Mr Kenneth Antcliffe, the city's director of education, sums it up neatly: "I have never experienced anything like it in 40 years of local government service."

Or from Mr Don Craig, the representative of the National Association of Head Teachers: "It was the most difficult period that Liverpool schools have been through in modern times - including the war years."

Mr Jim Ferguson, NUT executive

member for the city and a man of the Left, agrees: "It was almost an elected dictatorship."

It began in 1983 with the election of a majority Labour council after years of "hung" government dominated by the Liberals under the leadership of Sir Trevor Jones. "There was enormous relief that after years of hung government one party had at last got a mandate," says Mr Ferguson.

Mr Michael Storey, until 1983 Liberal chair of education, agrees with that assessment. "I can't deny that the Labour administration came to office amidst great optimism that after so long a single party had a majority and therefore the power to do things."

And do things they did - with a

vengeance. Derek Hatton, former deputy leader of the council now disqualified from office and expelled from the Labour Party for his membership of Militant, is proud of Labour's record. "We created jobs, built houses, parks and sports halls, and we reorganized education."

The problem was that the new jobs and houses had to be paid for. This was done largely by borrowing money on the international money markets. Liverpool's Marxist leaders, confident that the revolution was round the corner, mortgaged their city to the gnomes not only of Zurich but of Amsterdam, Tokyo and Paris.

Days before the disqualification, Mr Tony Byrne, leader of the council, and

for most of the four years of Labour rule, finance chairman, signed a deferred purchase scheme with a Dutch bank for £10 million and brought the borrowing he had arranged over the past three years to £110 million.

Mr Byrne is the father of "creative accountancy". Other Labour councils have followed the path that he first trod. The most "creative" of all local authority chiefs, his "success" has led Mr Nicholas Ridley, the Environment Secretary, to draft legislation banning deferred purchase schemes.

It is often assumed that Mr Byrne is a member of Militant but he is not. At no time did the Tendency ever have a majority in the Labour group. Its power base was the Liverpool District Labour Party to which all councillors were "accountable."

Money that was not borrowed had to come from pruning other items of council expenditure.

Mrs Thatcher had made it clear that she had no intention of financing a council whose leaders were seeking the creation of a socialist republic. In the interests of more house building, spending on education was ruthlessly cut.

Exactly how much was siphoned off over four years is unclear. For much of that period there was no education budget in the conventional sense and schools wishing to purchase anything from textbooks to toilet rolls had to make a "bid" to Tony Byrne. If approved, they got the money; if not, as was more often the case, the application was lost in what council officers called "Byrne's black hole."

Jim Ferguson claims that "millions of pounds were ripped off from the education service". It was, he says, "a crime in a democratic society that one man should be totally in charge of spending."

Mike Storey agrees. "There was no

debate. Tony Byrne decided what was done and that was that."

He tells of a PE teacher who phoned him the moment it became clear that the Liberals would be back in office. "For three years she has tried to get a netball court marked out - nothing ever happened despite all her efforts."

"In Liverpool schools a black economy developed in equipment. Labour imposed a moratorium on books and stationery and teachers went around borrowing from each other. No one outside Liverpool can believe it; but it really happened."

Jim Ferguson believes him. "At the height of the budget crisis in 1985 nursery school kids were having to take their own toilet rolls to school because Byrne ruled that they were not an essential item."

1985 was the crunch year for Labour. The authority set what was, in retrospect, a "top" low rate, which resulted in a financial crisis to the summer. Tony Byrne opened negotiations with the banks to prevent bank-

Jeremy Sutcliffe looks at the future of parent power as the country's increasingly muscular pressure groups prepare for next week's mass rally and lobby in Westminster

The sleeping giant begins to stir . . .

The potential power of parents is enormous. With a numerical strength of 15 million voters, politicians ignore them at their peril. But, even so, they have seldom used their considerable muscle.

Three things have happened, however, which are threatening to change all that. One is the impact of three years of industrial action in schools, which has undoubtedly stung many parents.

The second is the cumulative effect of Government-inspired cuts in the education service. Next Tuesday afternoon, all the main parents' organizations will show their concern by staging a mass rally at Central Hall, Westminster, followed by a lobby of MPs.

They will be arguing for more books and equipment, smaller classes, improved building maintenance - and for action to restore teachers' morale.

The third change has been brought about by the 1986 Education Act, which will create an extra 20,000 parent-governors, increasing parents' representation on governing bodies, on average, from one in four to one in three.

The effect of the Act, which shifts more power from local authorities to parents, may not become apparent for years. There will be major logistical problems - finding enough parents willing to give up their spare time, and the funds to train a new wave of governors in the bureaucratic mysteries of committees and the complexities of school management and the curriculum.

Nevertheless, Mrs Felicity Taylor, chair of the National Association of Governors and Managers, is optimistic. "The creation of all these new governors will be to bring new impetus and commitment, which can have a very positive effect on schools. They will insist on better resources for the children, and improved use of existing resources."

In 1984 parents raised an estimated £40 million to prop up the state system but that figure is thought to be nearer £70 million now.

But who is likely to benefit from the growth of parent power - apart from the pupils?

Mr Kenneth Baker, the Education Secretary, has in recent weeks repeatedly claimed parental support for his decision to impose a settlement on, and remove safeguarding rights from, the teachers' unions. But he does not appear to have it. All the main parents' organizations, while condemning the resumed disruption in schools, have continued to side with the teachers.

In a recent debate on BBC Television, *This Week*, Next Week, Mr

James Hammond, deputy general secretary of the National Confederation of Parent-Teacher Associations, said parents would blame the teachers for taking action. But, he said, it was Mr Baker who held responsibility for delivering education to children. It was up to parents' leaders to make it clear that the Minister had provoked the unions by imposing a settlement and taking away teachers' negotiating rights.

The other main parents' group, the Campaign for the Advancement of State Education, also made clear its opposition to the Baker strategy this week. In a letter to the Secretary of State, its chair, Mrs Joan Salis, accuses him of "an escalation of conflict and disruption".

Mrs Salis also claims Mr Baker is trying to drive a wedge between parents and teachers. How, she asks, can

Parents' leader Liz Allen addressing a teachers' rally in Bristol. "The idea of giving power to parents at the expense of the professionals is very damaging"

invaluable to Mr Baker. Mr Hammond has consequently found an open door at Elizabeth House - unlike CASE and the radical All-England Parents' Action Group. He is thought to have been under pressure to sever support from the teachers, but dismisses this, pointing to a stream of public statements critical of the Government strategy.

Surprisingly perhaps, even Mr Baker's plans to extend "parent power" are also treated with suspicion.

"The idea of giving power to parents at the expense of the professionals is very damaging and something which I think parents will quickly come to see," said Mrs Liz Allen, CASE's press officer and a leading ALPAG member. "You improve the chances of all children by expanding the partnership of the professionals - teachers and I.e.a.s - and the parents."

That philosophy is central to both CASE - 25 years old this year - and its

senior partner, the NCPTA, and any move to split parents from teachers would radically alter the parent movement, hitherto more interested in exerting influence than power.

For the time being, however, the parents' movement remains unbulbically linked to the teachers. So what of the future?

One clue lies in the rapid growth in membership. The NCPTA now claims to represent five million parents in England and Wales, and nearly 200,000 teachers. It has grown from a confederation of 1,045 associations in 1975, to 5,800 now and it is continuing to grow at around 10 per cent a year, according to its leaders.

While that represents grassroots growth, the expansion of CASE - originally formed as a campaigning organization to promote comprehensive schools - represents parents' and teachers' increasing concern about

standards in state schools. In the past year, 12 new CASE groups have been formed, taking the total to 47 groups. Some groups have only a handful of members while others, such as Bristol, have up to 150.

Such growth is paralleled by the proliferation of new groups such as the one-year-old ALPAG and the Association of Sheffield Parents, which spearheaded a campaign against tertiary colleges.

What few people seem to have woken up to so far is how this upsurge in concern will sit with the new requirement that schools should hold annual parents' meetings empowered to pass resolutions on education issues. Such meetings are bound to concentrate concern, not only about eccentric or radical local education policies, but also about Government spending policies, about the quality of teachers and about class sizes.

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'There was no debate. Tony Byrne decided what was done and that was that.'

debate. Tony Byrne decided what was done and that was that."

He tells of a PE teacher who phoned him the moment it became clear that the Liberals would be back in office. "For three years she has tried to get a netball court marked out - nothing ever happened despite all her efforts."

"In Liverpool schools a black economy developed in equipment. Labour imposed a moratorium on books and stationery and teachers went around borrowing from each other. No one outside Liverpool can believe it; but it really happened."

Jim Ferguson believes him. "At the height of the budget crisis in 1985 nursery school kids were having to take their own toilet rolls to school because Byrne ruled that they were not an essential item."

1985 was the crunch year for Labour. The authority set what was, in retrospect, a "top" low rate, which resulted in a financial crisis to the summer. Tony Byrne opened negotiations with the banks to prevent bank-

parents power

partnership flourish when he has gone out of his way "to set parents against teachers and make them your policemen?"

Both the NCPTA and CASE realize they are vulnerable to such a strategy. Both have many teacher-members, reflecting their belief that children's education is best served by close home-school relationships.

Mr Hammond admits there have been suggestions that the "T" should be dropped from NCPTA. But he fiercely defends the partnership. "We exist to promote good relations at school between parents, teachers and children. In order to do that we have got to work with the professionals."

Despite this assurance, however, it is alleged that the NCPTA is divided over its support for the teachers and the organization's future direction. Certainly, the "T" has been a source of embarrassment during the current dispute.

Mr Kenneth Baker, the Education Secretary, has in recent weeks repeatedly claimed parental support for his decision to impose a settlement on, and remove safeguarding rights from, the teachers' unions. But he does not appear to have it. All the main parents' organizations, while condemning the resumed disruption in schools, have continued to side with the teachers.

In a recent debate on BBC Television, *This Week*, Next Week, Mr

James Hammond, deputy general secretary of the National Confederation of Parent-Teacher Associations, said parents would blame the teachers for taking action. But, he said, it was Mr Baker who held responsibility for delivering education to children. It was up to parents' leaders to make it clear that the Minister had provoked the unions by imposing a settlement and taking away teachers' negotiating rights.

The other main parents' group, the Campaign for the Advancement of State Education, also made clear its opposition to the Baker strategy this week. In a letter to the Secretary of State, its chair, Mrs Joan Salis, accuses him of "an escalation of conflict and disruption".

Mrs Salis also claims Mr Baker is trying to drive a wedge between parents and teachers. How, she asks, can

invaluable to Mr Baker. Mr Hammond has consequently found an open door at Elizabeth House - unlike CASE and the radical All-England Parents' Action Group. He is thought to have been under pressure to sever support from the teachers, but dismisses this, pointing to a stream of public statements critical of the Government strategy.

Surprisingly perhaps, even Mr Baker's plans to extend "parent power" are also treated with suspicion.

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A glimpse of how tertiary colleges are expected to develop in the years to come was revealed this week at a conference of college principals and advisers, who met to consider the future of 14 to 18 education.

However, as Ian Nash reports, the Inner London Education Authority, the largest in England and Wales, is finding it difficult to get

Transfer plan set to open up degree courses

Many undergraduates will begin degree courses in tertiary colleges within 10 years, Mr Geoffrey Melling, director of the Further Education Staff College, predicted at a conference last week.

One-year courses, to be used as credit transfers at polytechnics and universities, would be available to mature students, those lacking formal entrance qualifications, or others who cannot meet admission requirements.

Mr Melling forecast the change as part of a wide-ranging erosion of elitism in HE. He warned that colleges which did not adapt would go under in an increasingly competitive market.

Tertiary colleges would also have to cope with growing "uncertainty of ownership" in the FE sector, as ever more demands came from both the Manpower Services Commission and local education authorities.

Mr Melling was speaking to 40 college principals and advisers from 23 I.E.A.s concerned with tertiary reorganization.

The colleges would provide retraining and skills-upgrading courses for industry and commerce, and social education programmes for adults of the "lost generation" for whom the YOP and Jobs Training Scheme were invented.

The colleges would still be expected to give a much broader academic curriculum than dwindling sixth forms were capable of, while creating link courses in close co-operative arrangements with schools to guarantee continuity of the 14 to 18 curriculum.

Since the early 1960s, only 41 tertiary colleges had opened in England and Wales, but this would soon more than double. "The time for tertiary has come into its own," he said, although ironically at a time when the break at 16 was no longer relevant.

While he stopped short of calling for an institutional break in education at 14, he said: "The break at 16, no matter how useful for a number of purposes, is just no longer relevant in curriculum terms."

The tertiary influence would go well beyond the 16 to 18 age group, for which it was envisaged an extension of the comprehensive ideal. Economic pressure rather than educational ideals had proved the "turnkey" to tertiary.

The number of 16-year-olds in England would be falling from a high of more than 800,000 in 1980 to an estimated low of fewer than 550,000 in 1992. Emphasis on adult education was therefore timely.

Britain's expensive, elite higher education was impossible to reconcile with the idea of mass provision. To expand it beyond the present "measly 15 per cent or so", new, cheaper opportunities had to be created for those lacking formal qualifications.

Other measures which would detract from the 16 to 18 ideal included open learning (and the Open College), computer-based, and other learning centres, drop-in skills centres and adult basic education programmes.

"Tertiary" would be redefined with all post-16 (or possibly post-14) provision drawn together under one roof (or in a series of specialist colleges under one management).

"I cannot see the original model for tertiary colleges remaining intact," he said. "The expense of running technical colleges for adults, which duplicate the equipment of neighbouring tertiary colleges, would be horrendous, and if provision were not made, a charge of elitism would be brought against the 16 to 18 institution."

had to offer, and demonstrate more clearly their efficiency, he said. For the foreseeable future, economics would determine the work of colleges, particularly in non-advanced further education (NAFE).

Here, he directed the I.E.A.s to the joint study of NAFE efficiency by the I.E.A. associations, the FESC and the Department of Education and Science, to be published after Easter.

It would suggest that I.E.A.s set local objectives, based on national ones, for vocational education and training, and adopt standard indicators of efficiency. The indicators likely to be recommended were staff-student ratios, unit costs and output measures such as course completion rates and exam and job successes.

Mr Melling saw a possible model for the 14-to-19 curriculum in the United States' community colleges, where 55 per cent of all higher education students enrolled for their first year before taking employment or transferring to full institutions of HE.

Plans were underway in Bradford for a "credit transfer" scheme between the university and HE institutions. In addition, examples of links between adult and further education could be seen in larger tertiary colleges, particularly in areas of high unemployment.

Other colleges had proved that an amalgam of broad FE and sixth form studies could raise participation rates dramatically at 16-plus.

Tertiary colleges had proved they could capture the market for the top three-quarters of the ability range, and there was no reason why they should not meet the basic vocational preparation needs of the rest by offering the services of private managing agencies.

Local education authorities who allow tertiary colleges to tackle training are in the best position to argue for cash aid from the Manpower Services Commission, the conference heard.

Mr Keith Wymer, principal of Bilston Community College in Wolverhampton, said: "The MSC are past masters at picking one institution off against another. They will even go into schools given the chance."

He accepted that the commission's objective was to find the cheapest course possible, but said this often led to colleges accepting an unfair deal for fear of losing students.

West Midlands I.E.A.s with mixed provision "have been taken apart by the MSC because they do not have a unified system of education and training at 16-plus," he told the conference.

Last year, Bilston earned about £1 million of its £4.5 million budget from MSC-funded courses including the TVEI, YTS and adult training. The money was used to develop the whole of the college curriculum, as the best way of enhancing broad vocational training.

Mr Roger Hughes, the branch secretary, said: "The present proposals enable the authority to sack lecturers who refuse to transfer on a full or partial basis to the schools sector."

In addition, the authority will not have to appoint staff to unified vacancies in the tertiary colleges that are identical to the jobs they hold in FE colleges.

A similar call for action was unanimously carried last month by the union's Popular branch, which is demanding similar measures on jobs and pay.

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Only 41 tertiary colleges have opened, but this figure is expected to double soon

Lecturers threaten to strike

Three branches of NATFHE, the college lecturers' union, have now withdrawn goodwill or threatened strike action over tertiary reorganization plans for inner London.

The latest call for action is at North London College, where the chair of governors resigned after demands to revise the plans were heavily rejected by the controlling Labour group of the Inner London Education Authority.

Mrs Joan Hooker, who is also an ILEA member, was asked to step down by the governors after she claimed a clash of loyalties between the college and her electorate, and had abstained in the Labour group vote. She is likely to remain as an ordinary member.

NATFHE and the governors had objected that plans for a tertiary college to absorb the NLC and Islington Sixth-Form College would exclude about half the predicted student population.

The union's NLC branch last week withdrew goodwill and is refusing to take part in any management and staff development meetings. Their action is also threatening a wide range of new courses planned for the next academic year.

NATFHE's Fulney branch voted overwhelmingly to strike unless the ILEA guarantees staffing levels and protection of the curriculum under the reorganization proposals for South Thames College.

Mr Roger Hughes, the branch secretary, said: "The present proposals enable the authority to sack lecturers who refuse to transfer on a full or partial basis to the schools sector."

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Heads in search of a better deal for 14 to 18s

Leaders of the largest headteachers' organization this week said its members were ready to forfeit much of their control of the curriculum in return for a better deal for 14 to 18-year-olds.

Mr John Swallow, chairman of the National Association of Head Teachers' secondary advisory panel, described *Action plan: a policy for 14-18* as "every much a pattern for a national curriculum".

He also attacked the Government's proposals for city technology colleges as "selective and elitist", and said that after two lengthy meetings with the Education Secretary he was convinced the money was not and would not be there for more than a handful of colleges.

The most radical proposals in the action plan are a call for the abolition of 16-plus examinations, a change in the law to allow 14-year-olds to attend work and college, and the replacement of a subject-based curriculum with a modular one.

It also calls for a much more flexible teachers' contract to allow "twilight", evening and holiday teaching and a reform of their conditions of service to allow a free two-way flow of staff from schools to colleges of further education.

A new examinations review body should be set up, absorbing the Secondary Examinations Council and National Council for Vocational Qualifications, with representatives from all sides of education, industry, commerce, and government.

Its role would be to oversee the abolition of the GCSE and other examinations and to develop assessment of modules, linked to a system of records of achievement.

By ending the option system at 14 and replacing it with a "common core" and choice of short-term, specialized modules, a more appropriate balance of academic, technical, practical and vocational work could be developed without overcrowding the timetable.

All 16-year-olds should be paid a personal allowance by the Government regardless of the school, college or university to which they go, and the bulk of their time. At 14, pupils should

be given greater responsibility for their own safety and welfare.

The action plan says increased personal responsibility should be linked with a better system of consulting policies to support pupils and parents when negotiating individual programmes of learning.

The weakness of the traditional approach to school was that the options system excluded rather than included choice. The same academic subjects, which led to emphasis on rote learning, and caused a failure, not success, and caused a moratorium and lack of motivation.

The plan also calls for a radical reform of school management through the creation of local "Boards of Activity" (14-18 Boards) set up by ILEAs to include representatives of schools, colleges, parents, industry, commerce, and the community.

It spells out the broad aims of the 14-18 curriculum which the NAHT believes will end the "wasteful two years' school and college or sixth-form model with a watershed at 16."

There would also be an end of the unequal status given to artificially created subjects and to the barriers which exist between school and non-advanced further education.

Mr Swallow has warned the Education Secretary that headteachers will not co-operate with plans for 14-18 unless they are non-selective and part of a broader programme such as the action plan.

Mr Swallow said: "I am not warning of a crisis, but I am warning of a crisis of confidence."

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The man who almost hitched a ride to death

It was obvious that the question faced Jim Rowley. For a moment he hesitated, but then he replied forcefully: "Yes."

Jim, who was a runner-up in the competition to find a teacher to go on the ill-fated Challenger shuttle space mission, had just been asked if he would volunteer for such a mission in future.

Nowadays he spends much of his time teaching children about the NASA teacher-in-space programme. He often starts off with a joke before going on to discuss everything from high-tech physics to the history of exploration and whether there is any moral justification for the shuttle's military payload.

In 1983, Jim was picked to represent the state of Iowa in the competition to be the first teacher in space. He failed the final selection. "I was beat by two yids," he wistfully remarks to the more macho boys in the class.

It is a capricious fate that puts a runner-up to the spotlight. But on

'Looked on the space flight as a plane ride. After all, no one had died in 25 missions.'

January 28 1986, four camera crews crowded into his classroom to film Jim and his 30 pupils watching the live broadcast of Challenger's lift-off.

When the spacecraft exploded in an ugly ball of fire, Jim turned in horror to see the four crews hooting in on him. "Switch off the cameras!" he cried - to no avail.

A thousand letters of sympathy poured in from people, angry at the slow media treatment. But Jim has never been out of the limelight since. He has learned to talk about it and "to look positive".

Earlier this month he was in Warwickshire to address 500 delegates to the annual conference of the US Department of Defense Dependents' Schools and to talk about the Teacher-in-Space Education Foundation, set up in memory of Christa McAuliffe, the teacher who died on Challenger.

The conference, "Celebrating Success", was akin to a sales conference, was aimed to help salesmen to sell the traditionally slow-moving US education system. Everyone told everybody else they were "feeling great" and "doing marvellous". The "think positive" mood of Dale Carnegie ruled.

After the service, he remembered that Judy Resnick, the astronaut who died alongside Christa, had once told him how she had a tree house and would spend clear nights in her hammock looking to the stars and dreaming great adventures.

The shuttle programme has been renewed and Barbara Morgan, first runner-up to Christa, has asked to go on board. "It will be an important day because it will show she believes in the dreams of a friend and will take a risk."

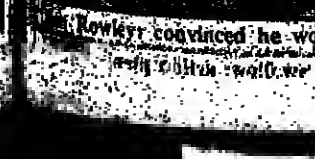
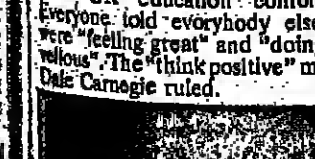
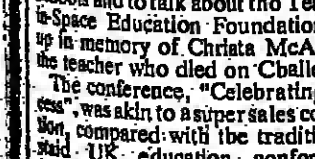
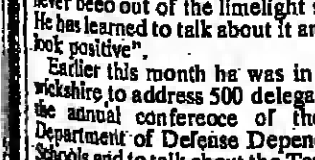
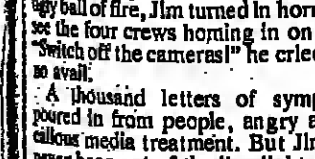
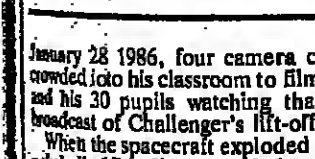
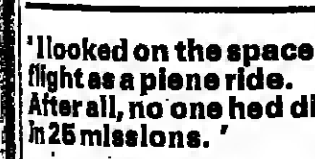
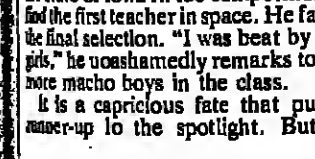
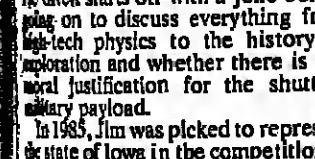
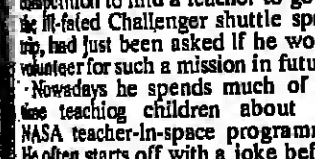
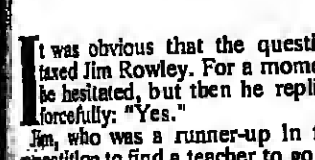
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Ian Nash talks to Jim Rowley, a would-be astronaut who was lucky enough to lose the race to become the first teacher in space



Christa McAuliffe and her crewmates at the Kennedy Space Centre shortly before the fatal flight (top left)

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LETTERS

Tongues of ire: bilingualism is seen either as a "dubious experiment" or essential

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TALKBACK

INDUSTRY YEAR

Looking from both sides

Tanya Parker

I feel better equipped to enter the competitive world of industry and commerce due to my experiences during Industry Year 1986. I was involved in a series of exercises with industrialists acting as advisers and undertook a limited form of work experience in a two-day school activity.

I also participated in an industry conference in another school with people of my own age whom I did not know. We therefore had to establish a working relationship very quickly.

I have also participated in the Young Enterprise Scheme. I am the managing director of a company with a board of five other pupil directors. If I had been taught the traditional curriculum only, I would have experienced an academic timetable alone.

Before Industry Year I had thought of industry as relating to factories and as providing jobs for those who did not want, or could not achieve, executive positions.

Pupils are often barely tolerated by people in industry and are frequently criticized as illiterate, innumerate and uncaring. In fact we can show initiative and think positively, if we are given encouragement.

Industry Year helped us to learn to co-operate and compromise, understand that deadlines must be met, and appreciate the decision-making process, especially realizing that business problems do not necessarily have right or wrong answers. The exercises simulated at the two conferences I attended were the same, but the solutions were entirely different.

I had the opportunity to look at the problem from both management and

union points of view and this made me realize how problems may arise in union and management relationships.

As a result I now regard team work as essential. When working in groups I was forced to listen to, understand and respect other people's views. Therefore I think that pupils need more opportunity for discussion and involvement in lessons at school, so that we are required to show more initiative and work with others.

I am also beginning to understand what responsibility means. School prefects are told that they have a position of responsibility but that does not mean that we are part of the decision-making process in school. In other words we are responsible for carrying out decisions made by other people.

I do not believe that industrialists should feel that it is "an awful lot of work for little return" when they go into schools.

If industrialists and people in commerce require young people to become involved in and to know about the world of industry and commerce, then we in schools need their expertise.

Equally, schools, colleges and universities should liaise with industry, and that it is not, as some people believe, "meddling with education".

Many industrialists criticize people of my generation without the necessary knowledge on which to base their criticisms. What are those people who are so quick to criticize people of my age doing to promote useful development?

Tanya Parker (aged 16) is a pupil at The Romsey Community School, Hampshire.

RE-ENTRY PROBLEMS

Home is where the heart is

Ruth Cherrington

The back pages of *The TES* offer escape routes to foreign climes where pay disputes, curriculum changes and conditions of service are relatively settled and teachers can seemingly get on with what they are trained for: the process of educating children and young people.

Nowadays, not only is the range of countries requesting teachers expanding, but also the subjects needed to be taught. English is still the most popular in demand and an EFL background seems to be a passport to anywhere between Twickenham and Tibet.

But more recently other teaching specialities have been requested from previously uncharted educational fields in the developing countries and those opening up to the West such as China. The temptation to take-off for a year or two grows stronger as the rain beats down on leaking school roofs and more educational confrontations are forecast.

Yet, there are many factors not taken into consideration by those seriously interested in foreign posts and some of them cannot be pointed out by prospective employers. What happens when the time is up and the home country beckons?

The most disturbing part of teaching overseas can occur once back, as reverse culture shock sets in and teaching at home resumes.

Coping with changes in both material and geographical conditions may appear initially as the hardest tasks especially if you've been somewhere sunny. But these factors pale into the background compared to the first term back at work.

Many returnees feel invigorated and enthusiastic after a spell away and are keen to pass this on, possibly by including new topics and material in the syllabus or new teaching styles. The usual disheartening response, however, is that "you're not abroad now".

The experiences of overseas teaching tend to remain inside the teachers' heads. Although at first superficially interesting, especially where the more unusual or exotic countries are involved, colleagues tend not to possess the time or enthusiasm to listen and take an active interest in the returnee's tales.

A slide show here, a talk or two somewhere else, may help to reduce the feeling that no one is bothered about the exciting and possibly moving experiences of overseas. They offer an opportunity to show what conditions were like in the education system of another country, but such initial interest dies down after a few weeks. Then the staffroom conversations revolve, of necessity, around the important issues of conditions here and not on the other side of the world.

For some returned teachers, this can lead to a sense of isolation more severe than experienced abroad. Being alone and relatively cut-off in a foreign land where language and culture may be great obstacles to integration can make for a difficult life but most teachers agree that this is a challenge, a form of motivation to work hard and be accepted as a good teacher.

Being alone in a staffroom back home, feeling alienated by the very fact of the overseas experience, hesitant to raise points about the country for fear of being considered a bore, is worse. Few people wish to know how the days were spent by those who ventured outside of Britain.

Over recent years, an added dimension to post-overseas depression has been caused by education cutbacks, worsening conditions and insecurity at all levels. Teaching in underdeveloped nations may have its hardships, but coming back to shared books, paper shortages and wondering who's next on the redundancy list is far from a pleasant homecoming.

All of these negative factors may lead to the desire to go away again and, indeed, many returnees do so, having failed to settle down. Those who remain, quietly treasuring their experiences, possibly feel deterred only by the prospect of the second homecoming.

This is not to completely dampen the hopes of those intending to go abroad: it can be a very interesting and personally satisfying experience. But it is a "year out" and coming back involves the difficult task of getting back "in".

Ruth Cherrington returned from China last year.



PARENTS' NIGHT

The Brush Off

Laura Garrat

Our school is going over to an appointments system for the next parents' evening. They will be given five minutes each and, though a bell will not be rung as I believe happens at some schools, it does mean that the following plays developed over many years to bring a consultation to a speedy end will no longer be required.

I pass them on to the struggling:

- The Affable: It's been lovely to see you yet again, Mrs Jones!
- The Furtive: I mustn't keep you from all the other staff!
- The Ambiguous: I wasn't keep you talking here all night!
- The Understanding: Hearing about your marital ups and downs has helped me understand Sharon so much more!
- The Flattering: I must see the parents of the less able boys!
- The Lie: It's been so stimulating hearing your views on how to teach English!
- The Political: I'm so glad to hear that you've told the governors your views on teaching English!
- The Terse: I think Jason's book speaks for itself!
- The Evon More Terse: This is Jason's book!
- The Truth: I've turned out tonight after eight hours in school. It's nearly closing-time, and if I don't stop soon my mind will be working all night long. Enough is enough!

Laura Garrat teaches in a comprehensive.

INADEQUATE TEACHERS

Problems to test us all

Jim Smith

This country seems quite unique in promoting the concept of "the inadequate teacher". I refer not to the innuendo of the politician with an axe to grind, but rather to the damage the profession itself inflicts upon its own kind.

Take almost any large secondary school and you will discover teachers who, it is felt, must be "protected": protected perhaps from some children, but in particular protected from any regular, uncontrolled, face to face contact with parents. What that structure has created is the concept, or myth, of the inadequate teacher.

Apparently a similar view is endorsed at the very highest levels: it has even received official backing from HMI (Wales) in *Home School Links* (1985):

"Direct contact with the home, especially when circumstances are difficult, is best undertaken by a senior member of staff, who can exercise appropriate care and circumspection when dealing with particular problems."

I wish to be dissociated with any suggestion that any one of my staff is not perfectly capable of exercising that "appropriate care and circumspection".

Some of these problems put us all to the test. Naturally, I am willing to advise, to give the benefit of past experience, to work alongside any teacher - but more often than not that teacher will possess something far more important, a "working knowledge" of the child concerned.

sought to promote the role of form tutor to a level where he can carry seen by all concerned, particularly parents, as a pupil, as the key person in the education of the child. This has been a slow, continuous development over a number of years.

It has not been without problems, but I have never had any reason to doubt that we are moving in the right direction. I am equally convinced that as a direct consequence of this development, professional colleagues have grown both in experience and self-esteem.

It is now the form tutor, to whom meets parents and child prior to their admission;

□ who stays with the child throughout their school career and is responsible for all communication with parents;

□ who receives expressions of concern, either from staff or from parents;

□ who responds to that concern in a manner they feel the most appropriate;

□ who works closely with the child on a course of personal and social education for 12 per cent of their timetable each week;

□ who meets with those parents at least twice every year, following school reports;

□ who makes contact with the home, whenever there is ever cause for concern;

□ who works alongside parents and child when it comes to the choice of options.

Our aim is clear - to provide one person with a close knowledge of the child with whom the parent can identify and relate. It is much easier to have a relationship with a person than with

STAFF DEVELOPMENT

The first real feedback

Sally McDonald

In the early 1970s, I trained as a social worker and worked in a social services department for 18 months before leaving to bring up a family. Ten years later I returned as a nursery teacher. Having now survived my probationary year, I keep finding myself making comparisons between the two professions, and I feel that, in the two areas of training and staff supervision, social workers in some ways get a better deal than teachers.

While I acknowledge priority must be given during teacher training to considerations of curriculum, class control, teaching techniques and styles, I believe none the less that more time could be given to enabling students to work on their own personal development. As a nursery teacher, I also interact daily with the parents of the 36 children in my class.

This is a lot of adults and families, without counting my fellow teachers, the headteacher, colleagues in the adjacent primary schools, health visitors, school nurse, social workers and dinner ladies.

During my social work training we were encouraged to examine our own life styles, beliefs, prejudices, personality, strengths and weaknesses. This process was considered to be a necessary precursor to unleashing ourselves upon other people, with their huge variety of backgrounds, values and needs.

It may of course be argued that one can never be truly objective and unbiased as a professional carer, but I do believe that attempts should at least be made as part of the process of educating someone to become a teacher.

Once released into the world as a certified teacher I felt that the comparison between the two professions with regard to personal and professional staff development was even stronger. As a newly-qualified social worker I had weekly supervision sessions with my senior, who helped me consider how I should tackle new cases and reviewed progress with me.

During the whole of my probationary year I had three sessions with my headteacher, and even so I was more fortunate than many of my probationary friends.

By the nature of the ways teachers

work we are isolated from fellow teachers for most of the day, and my experience has been that we do ourselves, even if only ever so slightly, in competition with one another. Within my own classroom, in my role as team leader of three staff, I had to inspire the team with confidence, though I often lacked enough to supply my own needs!

In the end what kept me going were the friends trained as teachers years previously who kept scrapping me off the canvas and pushing me back to the ring, the children in my class that parents, who frequently expressed appreciation of what I was doing.

At the end of my first year, I received a brief letter welcoming me to the ranks as a fully-fledged teacher from the Director of Education. He has never replied to a letter I wrote to him lamenting the lack of support for probationary teachers.

A friend who recently completed her first year as a probationary teacher had her year's work thoroughly assessed by a senior officer and been sent a week's residential course with other newly-confirmed officers, as part of her ongoing professional development.

Ironically my self-esteem has recently received its greatest boost from a PGCE student who has been practising in my class. Each week, following social work practice, I supervised her for an hour. We discussed individual children, classroom control, team management, the implementation of the early childhood curriculum and parental involvement.

This is how she is learning by observing critically and by experimenting with her own ideas. Her evaluations of what happens in our room constitute the first real feedback I have received on my work.

Perhaps it could be said that we are all grown-up people now, so we should not need "strokes" to keep us going. It does seem bizarre though that we don't practise on ourselves what we practise on our own pupils. With impending moves towards teacher assessment, might we hope that a system which supports staff development - personal and professional - might also be implemented?

Of the 56 authorities in this survey which admitted children annually to some of their schools, only half stipulated a maximum class size - and of those, only 10 authorities was that

False start

Caroline Sharp's research at the NFER reveals conditions in the early years that fall short of Parliamentary recommendations

Most local education authorities now admit four-year-olds to infant classes, though few of these classes are adequately equipped or staffed for such young children.

A questionnaire sent to primary or early-years advisers of the 108 L.E.A.s in England and Wales last September revealed that only eight out of 90 who replied stick to the statutory age of admission - the term following a child's fifth birthday.

Of the respondents, 37 authorities now admit most children on a single, annual date as recommended by the Commons Select Committee on education. A further seven authorities were considering such a policy. Children are admitted twice a year (usually in September and January) by a further 13 authorities and 31 admit termly.

When asked about the advantages of annual admission, advisers said it was fairer because it gave three years' infant education to all children. It also allowed the teacher a full year to establish a relationship with the class.

The most common disadvantages of annual admission were seen as the high pupil-teacher ratio in many infant classes. The shortage of teachers trained in the early years of education and the inappropriate curriculum sometimes offered to four-year-olds in infant classes were also mentioned.

The Select Committee report, *Achievement in Primary Schools*, said the conditions in infant classes where four-year-olds were admitted should be the same as those in nursery classes, particularly in respect of class sizes, ancillary staff and part-time attendance. Such children should only be admitted, it said, when the full-time equivalent class size did not exceed 26.

Of the 56 authorities in this survey which admitted children annually to some of their schools, only half stipulated a maximum class size - and of those, only 10 authorities was that



maximum 26 or less.

As part of the study, 12 infant and primary schools were visited. Many of their heads and teachers were in favour of annual admissions in principle. But they too were concerned about the practical problems.

Of the 25 reception teachers interviewed, most had some ancillary assistance, though not always from a qualified person. Only five had full-time assistants.

Most felt they needed full-time assistance from a qualified nursery nurse to cope with such young children.

More than a third of the teachers said their classrooms were too small, and a similar proportion felt they needed more large play equipment to foster children's physical development.

Most of their classrooms had no outside access and in some schools, the toilet facilities were less than ideal. Many were out of sight of the teacher and, in three cases, children had to use outdoor toilets.

Most of the teachers had not initially trained to teach the under-fives, and many had found it difficult to adjust their teaching style. They wanted more in-service courses, focusing on their particular concerns. There is clearly room for an expansion of initial and in-service training for teachers in the early years.

The teachers interviewed generally had one major objective: to make the children's first year to school happy. Teachers wanted children to feel secure and then to gain some responsibility and independence. Although they worked to lay a foundation for more formal skills, only three teachers said they aimed to have most of their class reading and writing by the end of the year.

Many teachers stressed the value of learning through play, and this often brought parents and teachers into conflict. More than two-thirds of the teachers said they were under pressure from parents to teach children the 3Rs. Several teachers commented that this was passed on to children, who expected to be taught to read and write on their first day in school.

A few of the schools had made an effort to demonstrate to parents how children learn through play.

Nearly half the teachers reported that some of the younger children had difficulty settling in. One of the most difficult periods of the day was lunchtime. Children often had to face a crowded and noisy school hall without the reassuring presence of their teacher. Some disliked the unfamiliar food and others had difficulty manipulating the cutlery.

Playtime could also be an unhappy experience. Some young children became bored by the lack of

things to play with, others found the presence of so many older pupils frightening.

As one teacher said: "The lunchtime period is the worst. It's cold and noisy and they get picked on by the older kids. This can undermine all the good work done in the classroom."

Problems at lunchtime were mentioned in 10 of the 12 schools visited. The two schools where there were said to be no problems were both small and rural.

The other main problem was tiredness - children were sleepy and irritable by the end of the school day.

Part-time attendance might be an answer to both these problems, but it does not appear to be widely practised at present. Only seven of the authorities with a policy of annual admission to school stipulated part-time schooling at first. A further 12 authorities advised heads to admit younger children part-time but some advisers reported pressure from heads and parents for full-time admission. More authorities are considering admitting younger children. But perhaps they ought first to consider the Select Committee report and whether they can provide appropriate conditions for four year olds.

Caroline Sharp is a research officer at the National Foundation for Educational Research.

Publish and be damned

You may be if you are a teacher, Michael Smith warns

Teachers are supposed to be intelligent people, not automatons, blindly following the dictates of their superiors. The marks of the successful educator are essentially personal and individual, even if not actually maverick. Furthermore, it is these very qualities of independent thinking which we are endeavouring to inculcate into our pupils.

Facts are sacred but, in the case of opinions, we as educators are surely training our students to express their own ideas lucidly and coherently, rather than merely to regurgitate ours. Thus teachers, too, should not be discouraged from independent thought and the right of free expression.

It is often said that we live in "a free country", whatever that may mean. As Edmund Burke argued, any personal liberty must be limited at the point at which it infringes the liberty of others. So an individual teacher's freedom to argue an educational case must not limit his employer's liberty to implement a declared policy.

The abuse of positions of authority *per se* to muzzle those who happen to be on a lower rung of the hierarchical ladder is a different matter, however. An ordinary teacher or lecturer who argues for a particular improvement to working conditions and supports his case with examples from his own experience must accept that his head or principal is free to disagree and to argue his own viewpoint, professional or professional.

But to use his superior position to accuse the teacher of disloyalty or perfidy or to attempt to discipline him on to get him into trouble with

higher authority, is an unacceptable abuse of both power and privilege and an infringement of liberty.

There is a lesson here, too, from the teacher's relationship with his pupil: the teacher should never use his superior position to score personally over his pupil. In a similar way, a headmaster, a governing body or a local education authority should only fulfil their statutory and professional duties, and not attempt to stifle free discussion.

Those in authority have, understandably, to protect their own declared policies, and clearly cannot be expected to tolerate direct public criticism from their employees. This would clearly amount to insubordination. There are, however, many areas of pedagogical debate which are conducted not only between authorities but also within them and within the establishments which they control. There is often no recognized party line which can be either tooled or attacked. The debate rages to and fro, and it is legitimate in all different points of view in the press.

But the dividing line between the acceptable and the unacceptable in such circumstances is thin and indistinct. Some local education authorities issue helpful guidelines for their employees, recognizing that, as intelligent and well-educated professionals, they hold views which they should be entitled to express.

Many teachers cover themselves and their employers by adding a caveat, making it clear that the views expressed are their own and not necessarily those of their superiors.

But that may not suffice. During the Honeyford saga, a *TES* leader pointed out (December 6, 1985) in connection with Mr Honeyford that "in his own school... it was clear that he carried out the council's policies. It was his views not his conduct which offended".

Sir Peter Newsam, a former Inner London Education Authority education officer, has suggested that teachers should have formally-negotiated agreements with their employers on how far they are allowed to express their views in public. As he pointed out, a balance has to be struck between the right of individuals to free speech and the duties owed to an employer.

In the past, the balance had been struck by "a mixture of a willing acceptance of convention and common sense" (*TES*, October 23, 1985). But nothing that both were now in short supply, he proposed that employers and employees (represented by the teaching unions) should negotiate an up-to-date expression of that balance.

I support that suggestion. It would be unrealistic to expect crystal-clear agreements or cast-iron guarantees. But it would at least help to clarify the present huddled position. It might have helped in the Honeyford and Savery affairs, making their own rights and responsibilities quite clear both in them and to their detractors.

It would also show less celebrated teachers writers just where they stand, and should curb the over-zealous attempts of the powers-that-be to stifle legitimate debate.

Michael J Smith teaches in Hampshire but is expressing his own views here.

The *TES* is investigating a number of incidents where teachers have been criticized, threatened or disciplined after their personal views were published, and would be interested to hear from any teachers who feel their freedom of expression has been unreasonably limited or resented. Write in confidence to The Features Editor, The *TES*, Priory House, St John's Lane, London EC4M 4BX.



an institution.

This is an honest attempt on our part to achieve that close partnership with parents that we claim to espouse. There can be little doubt that it is what the parent is seeking.

It does place great demands upon teachers, demands that can only be met if they are provided with the necessary time and the necessary training, information, and the necessary support and resources.

When these prerequisites are met, then my experience confirms that teachers are more than equal to the task and indeed expect to fulfil this expanded role.

The concept of "the inadequate teacher" is a myth produced by our own bureaucratic structures.

Jim Smith is headmaster of the All Saints School, Northampton, Northamptonshire.

Review

Sexual Abuse of Young Children, Evaluation and Treatment. By Kee MacFarlane, Jill Waterman et al.
Holt, Rinehart and Winston. 0 03 910804 Y.
Dangerous Families. Assessment and Treatment of Child Abuse. By Peter Dale et al.
Tavistock £18.95. 0 422 60140 3. £7.95. 0 01 501 0.

In the early 1980s six committed professionals met twice a month in Los Angeles to explore the then little-known topic of pre-school child sexual abuse. It is only more recently that the whole subject has received considerable publicity.

In January, a clause allowing children who have been sexually abused to give evidence on a live video link rather than in open court, was approved by the Commons Committee examining the Criminal Justice Bill. *Sexual Abuse of Young Children* offers a chapter specifically on the videotaping both of interviews in general and of court testimony. The experience of using a closed circuit television so that a child can give evidence in a location other than a court room is of immediate relevance. The chapter offers technical advice but warns of possible legal wrangles. For example, questions phrased to help a child testify may also be used by the defence to invalidate the child's allegations. If "anatomically correct" dolls are used to help children explain what has happened - as is now common therapeutic practice - defence lawyers may claim that the doll's suggestibility is leading to false allegations.

For those who doubt the truthfulness of small children, an early chapter looks at this issue in the context of child development. The authors insist that children cannot manufacture stories based on information they have not learned or experienced. Some readers may still want to dispute this, but few will reject the authors' assertion that the more detailed the evidence the more likely the child is to be telling the truth.

Two very practical chapters, by Shawn Conerly and Kee MacFarlane, offer detailed guidance to practitioners on methods of interviewing the children. Clearly it is a job neither for the faint-hearted nor the self-conscious. Suggested methods of making initial contact include wearing a mask or a funny hat, or even crawling into the room on all fours and sitting under the furniture. With young children pantomime can be a good beginning to the exploration of emotional pain.

The book ends with a chapter jointly written by the six main authors (there were another six contributors), which makes clear recommendations for assessment, treatment, professional response and training. What is missing is any mention of the feminist critique of the theory of the mother's collusion in father-daughter incest, and I would have liked more attention specifically

From Humanism to the Humanities. By Anthony Grafton and Lisa Jardine.
Duckworth £29.95. 0 7156 2100 9.
The Social Context of Literacy. By Kenneth Levine.
Routledge and Kegan Paul £18.95. 0 7100 9745 X.

Both of these books are concerned, in rather different ways, with the social use of education. That is, not simply (as the Levine title suggests) with the context or implications of institutionalized learning, but with the specific purposes which it can be made to serve. This is less so with Kenneth Levine's study of literacy (or the lack of it) in Britain, which combines slightly oddly, but certainly interestingly, an historical account of the development of a literate tradition with a survey of the practical problems of contemporary sub-literacy and the various programmes devised to remedy them. But Levine's admirably clear and lucid presentation seems always to rest on the assumption of that kind of sociological determinism which underpins so much of the social theory of education: that those forms of education develop which are required to fill (or protect, or reinforce) certain social needs. Or, in the strong form of the argument, to fill the requirements of the most powerful sections of a society.

It is certainly beyond dispute that innumerable examples can be cited which seem to be straightforward illustrations of such a conspiracy theory of education, but equally convincing instances of education (or its chief component, literacy) being used with systematically subversive intent could be cited as proof that education is inherently destabilizing to any existing ruling order. The most recent example in Western history is of course the Protestant Reformation. But I do not wish to present Levine's book as tendentious because, except in the most minimal sociological sense, it is not.

From Humanism to the Humanities, on the other hand, is a more substantial work. It opens with an introduction which identifies



Dangerous professionals

In the wake of the Jasmine Beckford report, and as a prelude to the report on Tyra Henry, Clare Roskill looks at the role of the social workers involved

on the preparation of children for giving evidence in court proceedings - an issue that seems likely to become increasingly relevant in this country. However, there is so much excellent practical material in this book contributed by its dedicated practitioner-authors, that it is churlish to be other than enormously grateful for it.

The setting up of the Childwatch telephone line has highlighted the fact that child sexual abuse can no longer be regarded as unusual. The specialist skills and experience to help the young victims hardly exist in this country other than at a few well known centres. The DHSS and health and social service planners clearly need to look urgently at the provision of services for sexually abused children throughout the country.

Dangerous Families is also written by a group of practitioners, this time working together to the

same specialized setting, the Rochdale NSPCC Child Protection Team. It contains some remarkable challenges to those working or training in child abuse of all kinds. Instead of the low morale and self-deprecation frequently encountered in social workers, these authors "take a good deal of satisfaction that no child who has returned home following a statutory assessment by our team, has suffered any further inflicted injury; and that virtually all of these families live satisfactorily in their communities without intensive long-term professional involvement". The Rochdale sample was small - 26 families, involving 60 children (victims and brothers and sisters), but 55 per cent were rehabilitated with their families, the remaining 45 per cent being found permanent substitute families. My one reservation about the success is that, as the authors themselves point out, but only in relation to other studies, success needs to be

measured in terms not only of lack of re-injury but also in terms of the children's subsequent quality of life.

Dale clearly describes the approaches his team uses. Gone is the emphasis on nurturing the parent and separating "them" from "him". Dale's team are unapologetically energetic intruders. They are involved in assessment and Care Orders have been made. They aim to reach decision, usually within three or four months, as to whether the child can be safely rehabilitated with the family, or whether the family is still too dangerous. There is no pussy-footing. I found the approach immensely refreshing and encouraging.

Nor are the methods of work any less of a wishy-washy eclectic variety. They stem particularly from Minuchin's structural family change and the Gestalt work of Fritz Perls and followers. Concern with financial and material problems of families involved in serious child abuse is dismissed as rarely of significance. I would have welcomed more discussion by the authors of the issue, given the amount of research that links physical abuse and neglect to the lower socioeconomic groups. The NSPCC's own recent unit shows, for example, the increase in unemployment among fathers of abusing families. Are the consequences of unemployment to be so lightly dismissed?

Perhaps a more apt title for this book would have been "Dangerous Families; Dangerous Professionals". All professionals in this field are seen as seeking to meet their own needs, and Dale emphasizes quite rightly the importance of being available to them. (Dale has carried out surveys on professionals he has trained and found that 20 per cent have themselves been victims of child sexual abuse and 15 per cent of physical abuse.)

Dangerous professionals focus on material needs; work on a rule of optimism; accept implausible explanations; confuse families by using conflicting therapeutic models; have poor communication patterns; scapegoat other agencies; become either over-involved or too distant from the families; and finally, if they survive at this, become cindersy relics of the well known process of burn-out. Dale offers the experience of network meetings (which he clearly differentiates from case conferences) as one way of examining the links between agencies, what they can offer and what families are prepared to accept. This is an important suggestion which is well worth further examination and discussion by agencies working in this area.

Dangerous Families provides very timely and practical material in the wake of the Jasmine Beckford report and in the prelude to the Tyra Henry report.

skills with a set of received beliefs (whether they be humanist, liberal, authoritarian or positivist) robs its recipients of freedom and offers them only orthodoxy.

But often, this thread so admirably alluded to in the outset, seems to have got lost in what is a perfectly worthy elaboration of the development of Humanist training on the one hand, and of other a much more pedestrian argument for the superiority of classical education as a proper bourgeois culture. The snobbery and exclusiveness of a classical education and its usefulness as a social code for the ruling classes, is a familiar enough story. It is both obviously true in its way, and obtusely limited in its explanation of the attraction of classical esoterica as the subject matter for education. Being able to make jokes and literary allusions which only your social equals will understand is not the sole reason for studying remote civilizations and dead languages.

Grafton and Jardine puzzle repeatedly (but without sarcasm) on the assumption of humanist education that a study of the classics, or in contemporary terms, of the humanities, is somehow formative of character. What could possibly account for this bizarre assertion, they seem to ponder. How could such an artificial set of concerns and idealized situations possibly give rise to moral virtue? The philistinism of the question seems almost perversely geared to the point of the study of archaic cultures, dead languages or abstracted, idealized settings, which is precisely their irrelevance - their distance from immediate exigencies and practical application. It is this which gives them their purity, their value unsullied by present contingencies and pragmatic opportunism. Hence, the concept of value with virtue pure abstraction (or disavowal) transcends the morally explicated and gives its student a conception of timeless value, a conception which may allow him indeed, in any context, an educational system which replaces

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Capitalism and Apartheid. South Africa, 1916-1986. By Merle Lipton. Wildwood House £3.95. 0 7045 05177. South Africa: background to the crisis. By Michael Attwell. Slingshot £4.95. 0 283 9570 7. £9.95. 99 371 5. South Africa: A different kind of war. By Julie Frederikse. James Currey £6.95. 0 85255 3013.

The problem with South Africa is that it is all so simple. A united white minority is determined by overt means at its disposal to cling to power and privilege and to ignore the legitimate claims of a united black majority. It is racism writ large in statute and in practice in a world in which racism is the first, and probably only, deadly sin.

Moreover, the saints and sinners in this scenario are so easy to identify. White South Africa using its authoritarian might against black schoolchildren who are waging a brave, but ultimately winnable, war against their oppressors. This, at least, is the picture Julie Frederikse presents in a collection of Press statements, interviews, graffiti and pamphlets, reflecting the views of all the combatants in her "different kind of war".

If one takes Miss Frederikse's *Capitalism and Apartheid* as the starting point, the picture is also simple: both morality and political wisdom demand that Western Governments "get on the right side of history" and express their profound revulsion by aligning themselves with the oppressed. The best tool to hand, short of sending in the Marines, is to impose punitive sanctions against South Africa in the hope that they will bring its obstinate rulers to their senses, if not to their knees.

Sanctions are certainly Michael Attwell's weapon of choice, one based on his bravely confident prediction that the whole bloody business is going to be over in about seven years. After this suitably Biblical passage of time, White South Africa, according to Mr Attwell, "will wake one morning to find that power has slipped from its hands". Black South Africans, and more specifically, the African National Congress, will become "masters in their own house". Sanctions therefore are a vital instrument to demoralize whites, shorten the struggle and demonstrate Western support for the ANC.

Ignoring the self-fulfilling prophecy inherent in his thinking, the argument, if unadmitted, has the twin attractions of passion and simplicity. But the situation as simple as Mr Attwell's conclusion suggests? Not if one accepts his own intelligible and largely intelligent analysis of South Africa's complex history of coquetry and oppression. And simple answers applied to complex problems merely postpone solutions, as the world has discovered to its cost in the Lebanon, Ulster and South East Asia, anywhere in fact where ethnicity has defeated the prescribed panacea of Western Institutions.

As a post-sanctions South Africa retreats behind the barricades of a siege economy and an embattled government cries halt to a reform process,

The Honours System by Michael Da la Noy (Allison and Busby £3.95) is a humorous and mildly irrelevant look at the paucity of awards, titles, "pips" and "gongs" that have evolved in Britain over the centuries. The author picks out some of the more unlikely (and often undeserving) recipients and deftly unravels the historical mysteries associated with titles and etiquette, while sending up the age-old British obsession with rank.

The World We Fought For by Robert Kee (Sphere £4.95) chronicles the events of 1945 and the count-down to the end of the Second World War. Using extensive references to newspaper headlines and editorial comment from both sides of the Atlantic and the Soviet Union, Kee illustrates all too clearly the divisive political ideologies that were to plague the hopes and plans for a new world.

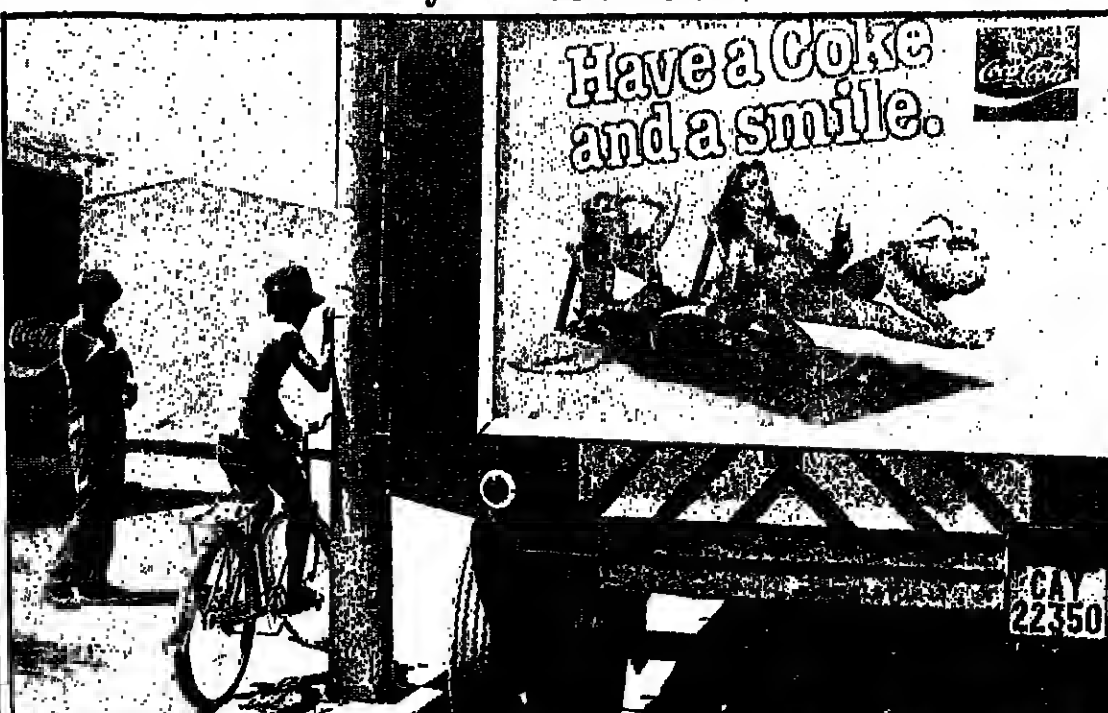
The Bitter End by Emanuel Lee (Penguin £7.95), an enthralling study of the Boer War, vividly captures the essence of the conflict, principally through the use of letters and diaries, and a selection of photographs and private letters.

which members of the public are admitted, and which can be freely reported by the media. To that extent the word is certainly connected with "publicity", or rather with "publicizing", and this explains the decision of the dictionary to decide in favour of the former word.

On the other hand "openness" has many meanings in English, such as "frankness", "sincerity", "directness", and these synonyms do not in themselves convey what is properly implied by *glasnost*. "Publicity", too, has a misleading connotation about its translation of the Russian word, as if it was more or less an equivalent for "advertising".

Sanctions: the case against

by Fleur de Villiers



was the best tool to hand; ergo big business was the real villain of the piece, manipulating Afrikaner Nationalists to achieve the oppression of the blacks.

Once again, the argument has the deceptive virtue of simplicity and it has an even greater attraction for Marxist theorists. For, just as apartheid in its original sense is disappearing from the statute books, they can switch targets to the real enemy: capitalism. Class, not race, thus becomes the crucial divide in a fractured society and reform, whose real aim is portrayed by Marxists as an attempt to incorporate a black elite into South Africa's economic and government structures, can be unmasked as a cynical attempt to emasculate the revolution. The argument, beguiling for those whose need to see all oppression in terms of class warfare, is so strong that they will happily distort the past to make it fit their vision of the future.

South Africa's contemporary history, however, is not so easily rewritten. And that history, as Merle Lipton reminds us, contains two indigestible facts which Marxist theorists conveniently ignore. It was the white labour unions, marching to the South African Communist Party slogan "workers of the world unite and fight for a white South Africa", which forged an unholy alliance with apartheid ideologues to protect the privileged position of white workers and it was pressure from English-speaking and Afrikaner capitalists, which began in the late 1970s to collapse the struts of the apartheid edifice.

The reasons were not hard to find. Apartheid was not conceived primarily as a means for oppressing South Africa's black majority, but as a tool for the social and economic protection of the

Afrikaner, particularly the worker who had most to lose from black competition and the farmer who had most to gain from black poverty. The costs of apartheid - and they became enormous as it spawned a vast and expensive bureaucracy, produced a crippling shortage of skilled workers and an expensive and selective white labour aristocracy - were transferred to the country's capitalists. A government whose constituency was based on interests, however, could afford to ignore protest from the largely English-speaking business community until profound economic and demographic change began to diminish the voting importance of white workers and farmers and to produce Afrikaner capitalists who were less concerned about competition in the workplace than they were about profits and costs.

There is little doubt that the changes which have been wrought in the apartheid state in the last 10 years - from the dismantling of job reservation to the abolition last year of the infamous pass laws - were brought about because of the pressures of economic growth, the growth of Afrikaner capitalism and the resulting shift of interest of a substantial element within the ruling oligarchy. As Miss Lipton observes in her original conclusion to *Capitalism and Apartheid*, it is easier to forge alliances based on ethnic rather than class ties. Ethnicity, however, does not provide an inevitable nor sufficient basis for political alliances. When people are forced to choose between ethnic and class interests, ethnicity does not inevitably prevail.

Nevertheless - and it is here that Miss Lipton foretold subsequent events with unerring, if unhappy, accuracy - people are willing to sacri-

fice economic interests if their security is threatened. And security threats intensify group feelings.

Which brings me to the 1986 epilogue to *Capitalism and Apartheid*, in which Miss Lipton reveals how within a few short months that particular theory became fact. White security fears were indeed fanned both by black demands to "smash the system" and by the fact that the ruling oligarchy had received little credit for the reforms it had initiated. The result of an interaction of internal and external pressures was a dangerous increase in the political temperature, authoritarianism and a retreat into a beleaguered siege economy.

International reaction, she claims, had deprived the reformers of the rewards and responses they could point to as an argument for further change. Instead the chorus of condemnation contributed to the white backlash and a hardening of those Afrikaner tribal ties which the growth of Afrikaner capitalism had begun to erode.

Many whites in South Africa today are prepared to live in a non-racial society. The problem, as Miss Lipton points out, is how to get there safely. That essential sense of safety is not assisted by a world which perceives punishment as the only remedy. Acknowledging that the dynamics of international politics will not permit a respite from further sanctions, she nevertheless hopes that the expectation of the last few years will lead to more awareness of the limits and dangers, as well as of the possibilities of external pressures, particularly of the need to gear them more closely in internal developments. "This would require a more differentiated policy, which sends clear, consistent signals that respond to good, and react to bad, behaviour."

"External pressures have the capacity to make the situation worse as well as better. They are not a simple straightforward alternative to violence. They may harden attitudes, complicate or impede negotiations, even intensify violence. Nor should this be rationalized by the dangerous fallacy that, because the situation in South Africa is bad, it can get no worse. South Africa had a functioning economy that feeds, clothes and educates millions of its citizens. Moreover it cannot be doubted that both sides - black and white - have an enormous capacity to unleash much greater violence."

It is this prospect that provides the incentive, "indeed the moral duty", to pursue the difficult and now often unpopular role of nurturing the diminishing possibilities of reform and negotiated change that still remain. It is doubtful whether the world will heed Miss Lipton's challenge. But it cannot afford to ignore the incontestable evidence here assembled that capitalism and economic growth was the solvent which eroded both apartheid and the Afrikaner tribal glue which held it in place. It is more than a little ironic that the chosen international solution to the South African problem is to deny it further economic growth and thus ensure that (pace Mr Attwell) the desired transition to a non-racial state will be either peaceful - nor soon.

lingo

Glasnost

Ever since the Chernobyl disaster, at first concealed by the Russians, as all major disasters and accidents have been, then fully reported, *glasnost* has become a familiar word in the press. It is usually translated as "openness", and implies a new willingness on the part of the Soviet authorities to admit faults and failures within the system.

A reader of the *Daily Telegraph*, however, recently complained that any Russian dictionary he consulted whether published here or in the Soviet Union, translated *glasnost* as "publicity". So is "openness" really the best English equivalent?

Most Russians will associate the word *glasnost* with a legal sense, and in particular with the so-called *glasnyy* or "open" court, translated as "public hearing" of a criminal case, from 10,

which members of the public are admitted, and which can be freely reported by the media. To that extent the word is certainly connected with "publicity", or rather with "publicizing", and this explains the decision of the dictionary to decide in favour of the former word.

On the other hand "openness" has many meanings in English, such as "frankness", "sincerity", "directness", and these synonyms do not in themselves convey what is properly implied by *glasnost*. "Publicity", too, has a misleading connotation about its translation of the Russian word, as if it was more or less an equivalent for "advertising".

The truth of the matter is that there is no exact one-word equivalent for *glasnost* in English, because it combines both "publicizing" and "frankness", and the decision to settle for "openness" as a sort of compromise is a good example of the difficulties faced by translators when they need to find a snappy equivalent for an alien or complex concept. Sometimes it is so easy, and one has to settle for a near synonym, and be content with a word which does not mirror all the overtones of the original.

Adrian Room

TEACHING POETRY IN THE SECONDARY SCHOOL

An HMI View

Ted Hughes A sensitive, sensible, practical guide

George Macbeth I hope that Teaching Poetry in the Secondary School will be widely bought and studied

Kingsey Amis Quite appalling, certainly not calculated to help the teaching of this subject in any way



ISBN 0 11 270680 0 36 pages £2.50
Available from HMSO Bookshops and Bookshop Agents (see yellow pages), or through any good bookshop.

BOOKS

'Thoughts of Mother, Eton and you'

The Old Lie: The Great War and the Public School Ethos. By Peter Parker. Constable £15. 0 09 466980 5.

The subject of Peter Parker's *The Old Lie* is of perpetual interest. We will surely never stop worrying at the extraordinary contrast between the golden aspirations of clean-limbed youth, a touching amalgam of the medieval and the classic, which hung about the public schools in the years before the Great War, and the Flanders mud which was soon to kill so many: on the one hand the impending noise of gunfire, on the other the "sweet crack of bat on ball". How could anyone have thought that such a war could be won on the playing-fields?

Many did. But Mr Parker is not the right man to explain it, because, despite much homework, he never really tries to understand it.

The ideals of loyalty, honour and "good form", the submergence of self, the captain's hand on the shoulder, the homoerotic passions, the mixture of culture and philistinism, the quaint, naïve argot of the public school man, all these things are so alien to him that he can only puzzle or jeer, sending unfriendly adjectives whizzing like bread pellets. Greece and Rome have sunk, like Atlantis, without trace; Mr Parker knows them not. For a clever boy, he says, composing Greek epigrams "became a graceful accomplishment, rather like his sister playing a piano sonata." (Roll over Simondes.)

His general argument is that, since no rational young person could possibly have seen the world in this way, there must have been a conspiracy. The youth of the nation, or at least the middle and upper-class parts of it, must have been got at.

The author therefore identifies two classes of villain: first the generals, who sent appeals to public school heads asking them to beef up their



'A bumping pitch and a blinding light... Cricket at the Front, 1915.

military training in preparation for the conflict; second, the even-culpable media. Northcliffe's *Amalgamated Press* betrayed a "blatant" propagandist intention. Then there were the *Boy's Own Paper* and *Chums*, whose artwork mingled drawings of sports equipment with Union Jacks, and whose letterpress was infested with injunctions to "play the game", the game being as much the game of war as the ones played on winter or summer pitches.

But the argument does not fully convince. To support it Mr Parker has to go for the generalities, or to the use of the passive voice. A healthy rivalry (the epithet is ironic) "was promoted" (by whom?) between school houses.

Imperialism "became invigorated" in the public schools. "The officer class had been indoctrinated (my italics) within the public schools with a set of ideals and notions of leadership which could easily be exploited (my italics) in a war." The beastliness of modern warfare "was suppressed."

"Some critics" felt this or that. "People like Ruskin and Kingsley" (and who else?) fed Christian Socialism back into the universities. "Other writers" (who?) were appalled by *Stalky & Co.* And religion was "a necessary camouflage" for self-interest.

Surely it was not as simple as that? The unthinking chauvinism which took whole armies of scarcely-bearded

youths into the trenches of 1914-18 was, in the end, a terrible bludgeoning; we all know that now. But these deep feelings were not to be switched on by a handful of brasshats and newspaper barons. The current was strongly flowing already.

How was it, though, as Mr Parker records, that an Old Etonian could write to his best friend: "I think my last thoughts in this world, whenever I die, will be of Mother, Eton and you... The love of Eton is like one's love of England, always" (He died a few hours later with the name of his old school on his lips). If there was a villain it was the curriculum, hidden or not-so-hidden, of the public schools themselves. Headmasters were just as sensitive to the market then as they are now: they were only reflecting, with admirable or deplorable efficiency, that elusive thing, the mood of the times. No need for camouflage.

None of this is to say that *The Old Lie* is not worth reading. In fact it is quite gripping, not least for its lavish quotations from contemporary Newboltian verse and its extracts from old school chronicles.

Mr Parker has some nice touches. "The effective neutralization of the Classics by the constant application of Christian principles," he writes, was "rather like spraying the roses for greenfly." He is good on the disillusionment which produced the best war poetry, and on the surprising survival of pre-war attitudes long after the Armistice.

One of his more interesting suggestions (though not an original one) is that in an arcane way the victims of the Great War lived as though they knew they would die young, even before anyone supposed that the war would last more than six weeks. The whole thing, in other words, had a poetic inevitability. But that is hindsight; and to the good historian hindsight is forbidden.

Nicholas Bagnall

Walking on water

Secondary Headship: The First Years. By Dick Weindling and Peter Barley. NFER-Nelson £10.95. 0 7005 1071 0

Secondary heads are very much in the news. Mr Baker proposes to give them more control over the conduct of their schools, though how he can resolve this with the inconsistencies of central direction and parent power is not immediately clear. And we have HMI's word for it that the main influence in creating that elusive entity "the good school" is the character and quality of its head teacher. Is the converse also true? Certainly there are many anxious to find out. Latest in a growing list of research studies on the nature and nurture of our head teachers is this survey from NFER, and it makes good, instructive reading.

Two hundred and thirty-three secondary teachers were appointed to their first headship in 1982/3. Weindling and Barley secured questionnaire data from 88 of them - 63 men and 25 women - par for the course and extended interview data from a randomly selected 47. Sixteen of these, all in comprehensive maintained schools, agreed to be case-study guinea pigs. They were watched and questioned over the first two years of the job, and so by way of confirmation, were their teaching colleagues. Spoken for by their governors and their I.C.s, were asked for their impressions, and a random sample of "old" heads (at least three years in post) was surveyed as

comparison and control. The result is a highly convincing overview of the challenges and problems of headship, and especially of new headship, over a two-year period that was critical both for the anonymous contributors and for our schools in general.

We learnt quite a lot about the class of '82. Statistically speaking, they were 41.8 years old on appointment (if they were male) and had taught for 18 years. Most of them had been a head of department (for six years) and then a deputy (for six years), and 87 per cent of them were male. The women were slightly older on appointment; no other significant difference emerges in the survey. The great majority of new heads had moved schools for their headship and the research data indicates that this was probably an advantage. Most of them had received some sort of training for headship, though the most valuable training was what they gained as deputies while their own heads were on management courses. They were less critical of the selection procedures they had undertaken than the researchers expected; presumably they were still impressed by the wise judgement of their interviewers in selecting them. They were very critical of the post-appointment induction (usually none at all) they had received.

In spite of this they had come to their new posts bright-eyed, with clear ideas for change. Two years later, a corollary was obvious: had supervened change had been harder to achieve than they expected, and very hard to evaluate.

They had experienced, more sharply than the "old" heads, the painful tensions inherent in the comprehensive school, and the problems of falling rolls and diminishing public support; they had experienced the professional and personal isolation of the head, and the absence of any informed and objective support or mentorship. They had felt the distaste that comes of appealing for resources, and the frustration of failing to achieve them. All this is directly and vividly described; this, and the pressure of each day, is what comes across most clearly. So does their calibre as individuals: the arrogance of the respondent whose vision of what to do and how to do it ("I had to provide the institution with a philosophy - and a wallop. I had to hit them while they were down") was the exception rather than the rule. Which was just as well, for it brought upon itself a brace of grievance procedures.

In all of this, perhaps, there is a bidden message. Most of the heads we encounter in these pages tended to blame other people for the difficulties they found. (Significantly, they placed personnel management high on their list of training needs, and resented what they saw as less than wholehearted I.C.s support.) And we have all felt like that. Yet the real difficulty lay often not in people, and not so much in the exercise of headship as in its nature. "Can he walk on water?" is the title of the chapter that deals with the reactions of teachers to the new incumbents, and it neatly conveys the

problem. It is as though everybody involved - including the head himself - has a perception of headship that is subtly at variance with the realities of the management of a school. The teachers look for clarity and confidence (especially from the students); loyalty to the club that is the school; and a heavy custodial hand. The head has to carry the burden of these expectations, the assumption of infallibility, and the exposure of the podium too. For every head who says "I see myself as charismatic; consultative; manipulative at times", there is one of whom his colleagues say "He should be on the bridge, the captain of the ship. But where is he? Down in the stores, trying to sort things out." There is more than a suggestion in these pages that role conflict is the root of the problem, and that when heads insist on teaching, as they so often do, they are thinly rationalizing their need for respite from the tension. There is something here that it will take more than training to resolve.

All this is valuable and thought-provoking, well worth reading by heads and deputies, aspiring or in post, and by those who train them. It is full, too, of reassuring insight, advice and commonsense from the heads lay often not in people, and not so much in the exercise of headship as in its nature. "Can he walk on water?" is the title of the chapter that deals with the reactions of teachers to the new incumbents, and it neatly conveys the

Michael Duffy

For adults

Teaching Adults by Alan Rogers (Open University Educational Enterprises Ltd £20 and £5.95). Alan Rogers offers a handbook for providers, lecturers and teachers who need help in designing and promoting educational opportunities for adults and teaching them.

the characteristics of adults as learners, of learning; of teaching (content and methods); evaluation and participation, and including a useful bibliography in 200 pages, it manages periodic little above the rudimentary, and has some sharp thrusts about what not to do. It is more a first-line reference book than a good read - a pity some of the hand-drawn and lettered diagrams are rather fuzzy.

Norman Evans

CHILDREN'S LITERATURE

Different Dragons. By Jean Little. Viking Kestrel £5.95. 0 670 80836 9. Adam's Commem. By David Wiseman. Blackie £7.95. 0 216 92088 1. So Far To Go. By Rhonda Lee. Andre Deutsch £6.50. 0 233 98068 1.

If you hanker for that old adage by which the novel ends up bigger than the novelist, don't linger here. These three books are strictly standard-size. What they offer is the reassurance of familiar territory explored in familiar terms. In each case, in fact, the territory is much the same: how to cope with a heart that's not in the right place - the right place being the situation the central character has just left.

For Ben, in Jean Little's *Different Dragons*, the disruption is temporary, but still keenly felt. He's on his feet, split away from home, a weekend to be spent with an aunt he's never met who's all the more daunting because she's a celebrated writer of children's books.

"He'd seen Aunt Rose's books in the bookstore and in the library at school. Mum had read some of them out loud to him. They were great books, filled with magical adventure

Which is exactly what Ben can do without since his disposition is decidedly unadventurous. The conflict between his nervousness and the gentle but persistent demands Aunt Rose makes on it reveals to Ben that dragons come in a variety of forms, not all of them beyond defeat. It's a deft reminder that domestic front isn't just where accidents happen but also, at least when you're Ben's age, where most growth goes on. According to Jean Little this message comes to us with the help of Sam, her talking computer. Fair enough, but why was he allowed to draw the drab, lifeless illustrations apparently consigned to

Adam's Commem by David Wiseman, hobbles itself with a plot so tight it suggests tunnel-drift. This is one where the wicked development is foisted from despoiling the last stretch of greenery in an otherwise urban sprawl by the last-minute discovery of a document bequeathing the local leafiness to posterity. There's a time-shift device, too, when Peggy from Boston, USA - gets some ghostly guidance in her investigation.

"She stared at the sketch. There was something magical to it. She stared again. Not only had she been at the house, as it must have been, but at the door of the house, looking out at her sketched in a few deft lines, was the figure of a boy... Peggy's pencil picks out far more than the house's history. It charts the slide in her affections from new world to old, her becoming more and more involved in her subject. This is the best piece of a book which, however predictable, is never less than amiable, and often genuinely moving.

There's nothing very amiable about *So Far To Go*, a saga for the lower secondary age-range, written by Rhonda Lee. It's a story of a boy, Robert, who is sent to a boarding school. The book is a time-shift device, too, when Peggy from Boston, USA - gets some ghostly guidance in her investigation.

"But what about you?" Ian asked. "You've got to be a bit of a... but don't matter what I think." It's much to Jones's credit that he makes so believable the friendship between Ian, displaced from Glasgow to London, and Vincent, soon to be displaced from London to Jamaica, at any rate, till we reach the end, which is somewhat un-Leeonesque sentimentality. On one way there, however, we're gripped by a vision of big city life - New York, and a respite - which makes the book almost middle-class. On Hill street, even Tucker Jones would be at risk. Rhonda Lee does well as well as Jean Little, and David Wiseman that life can be what you make it. But he also recognizes a break, you.

Chris Powling

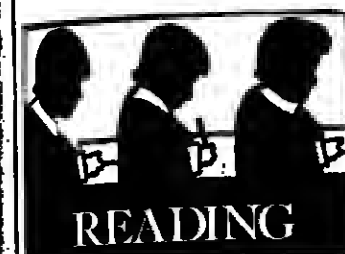
There was a time, not so long ago, when parents were kept out of their young children's early experiences with literacy in case they taught them wrongly. Now that educationalists have accepted Frank Smith's formulation - "They learn to read by reading" - the importance of reading at home is recognized, and publishers are rushing to out-usable books in parents' hands.

Some are less suitable than others. I was saddened by what I feel to be a mistake in the design of Usborne's *Simple Readers*; they are splendidly conceived to be about real life and work, - a typical title is *The Builder* - but *Ben's Busy Life* - and to fight gender stereotyping, but the cartoon format, with the use of many speech bubbles, seems to produce a very crowded and busy page which could confuse.

The focusing of these readers on the world of work exemplifies a trend towards hard information in early readers. Blackwell's new series, *Oranges and Lemons* presents, at each of three levels of difficulty, a set of storybooks and a set of information books. The Level 1 *Lemons* are

information books, are quite suitable, presenting a lot of facts about

Home help



READING

Usborne's *Simple Readers*. By Anne Cleverly and Stephen Cartwright. Usborne £2.25 each.

Oranges and Lemons. Levels 1, 2, 3. Basil Blackwell. Packs of six £6.95 Levels 1 and 3; £6.25 Level 2. Step into Reading. Levels 1, 2, and 3. Corgi £1.50 each.

Reading is Fun. Collins £1.75 each.

Let's Read Together. By Mary Hoffman and Leon Baxter. Macdonald £2.95 each.

Red Nose Readers. By Allan Ahlberg and Colin McNaughton. Walker Books £1.95 each.

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15 minutes a day

Learn At Home: Improve Your Reading Skills 1-4. Basic Spelling Practice Books 1-4. Longman £1.25 each.

Reader Story Books 1-4. Pico £1.95 each.

Practice Together: Wordskills 1-4. 330 29153 8 / 29154 8 / 29155 6 / 29156 4. Grammar 29283 8. Punctuation 29295 1. Learning Skills 29312 5. Spelling 29296 2.

Pico £1.25 each.

Learn Together Junior Language Work 3. Pico £1.75. 0 330 29151 3.

Word Play: Language Activities for Young Children and their Parents. By S. Widdows et al.

NARE Publications, Central Office, 2 Millfield Road, Stafford ST17 4 JX.

There used to be a shelf in high street bookshops laden with crammers for 11-plus exams, or to be more precise for their parents. Anxious mothers would cluster around the stacks of dull workbooks to pick out the next set of graded exercises which they believed would boost or compensate for the work of their children's schools. No body could blame them for wanting their children to succeed, but it was depressing to see reflected the view that payment for "education" would somehow guarantee success.

The worst of the materials under review, all of which are designed for parents and children to work on together, at home, is that they are mental, and play upon the current anxiety (expressed by ill-informed media commentators and politicians about the lack of basic skills) teaching in primary

particular groups of creatures in a jolly, conversational tone to ease the transition from spoken to book language. Level 2 moves the reader on quickly to earth sciences, where the quite difficult text is well supported by Norma Burgin's powerful illustrations. The fourth book in the series is *Age of the Dinosaurs*, and it is interesting to compare this with the Step 2 book in Corgi's Step into Reading series, *Dinosaur Dots*. Both rely on many children's passionate interest in dinosaurs to enable them to cope with the hard names of these beasts, though Corgi's Joyce Milton also carefully explains the meaning of most of the names. The Blackwell books are actually designed for school use, but it will be a pity if parents cannot obtain them.

Both of these series are scrupulous in separating and grading their levels; Reading is Fun from Collins is less specific and there is no way of knowing, other than by opening the book, whether you have an easy Suss-like book with one or two lines to a page, like *There's No Place Like Home*, or a much more dense text like *The Lost and Found House*, which requires a much more sophisticated reader. Other series depend on maintaining a single level. Macdonald's *Let's Read Together* series is about an ordinary family doing slightly out-of-the-ordinary things, like having a picnic in their own house, and all the stories are at about the same level of difficulty. Leon Baxter's witty pictures make them good reading trainers in more than one way, since they give additional and sometimes contradictory information to that contained in the words, and so encourage speculation and the understanding of subtext.

Of course, readers made by people who also make less directed picture books are likely to be better than most. The name of Allan Ahlberg on the covers of Walker's Red Nose Readers gives assurance that they will be funny, lively, anarchic and irresistible. Here, too, the pictures tell extra stories: consider the circularity of *Blow Me Down!* - as perfect as a Donne crown of sonnets. These wonderful little hardbacks usually end with illustrated lists of some of the words which have appeared in them. It is hard to imagine better first reading books.

Audrey Laski

Story Chest Junior Reading - Programme Stages 8, 9 and 10. Arnold-Wheaton, available as separate titles or in sets at £11.45 each stage. 0 560 08889 2 / 08899 3 / 08909 0.

The appearance of a huge new batch of Story Chest titles is a mixed blessing. The earlier books were welcomed as providing a real addition to the reading stock of classrooms, some nicely produced big books and some tiny book-based approaches to reading with a familiar framework of stages.

But a reading programme which had learnt its own lessons well would not be expanding up into the junior school like this (and certainly not as far as Stage 14). The pedagogical implications of the series are, after all, that readers can engage from an early point with satisfying stories, drawing the support they need from other factors than language vocabulary, simplified language structures, or a stock cast of characters. It ought surely to follow that children could be reading outside the scheme from the beginning, and that the transition to a reading programme entirely based on good children's stories should be an easy one.

A detailed look at the new titles in Stages 8, 9 and 10 shows that this development is more than theoretically questionable. These new books bear very little relation at all to the earlier contents of the series. They imitate some of the features of the previous books - there are for instance several books in rhyme, including one or two tedious verse plays (*Wash Day Fun*, for one). But whereas the early Story Chest books in rhyme go with a swing, in these later titles the rhymes fall into place with a full clunk, and are the saddest doggerel. Early books had humour, variety, highly patterned stories with strong folkloric influences, and above all talented writing. The later books are unrecognizable as coming from the same source.

A simple bit of bibliographic detective work shows why this is so. Story Chest Stages 1-7 originated in New Zealand and were first published there in 1981. The inside cover gives the names of the writers of the first books, who deserve much more prominence. Certain names appear frequently.

Further reviews and articles in this week's Reading Extra, pages 45-52

Angeia Anning

Dazzler

Bright Ideas Teacher Handbooks: Reading. Scholastic £6.96. 0 590 70691 8.

The *Bright Ideas Teacher Handbook on Reading* is certainly bright enough on the outside. The jazzy coloured cover is dazzling, and announces the publisher's intention to make a really snappy book on reading, nothing too heavy or long-winded. Inside the content is presented in a similarly restless visual style, with a rash of side-heads and several photographs to a page. The consequence of this design is unfortunately to make the text less readable than it would otherwise be, and the presentation is also subtly patronizing.

All of this matters because the book's aim is extremely positive: to make recent ideas about learning and teaching of reading accessible to a wide public of teachers, and to invite practising teachers, rather than academics, to summarize the current state of thinking in this area. All the authors are teachers with current, or recent and substantial classroom experience. It is therefore disappointing that they have not written more directly out of that experience, but have instead plucked their contributions at quite an abstract level. More sensitive editing would have encouraged contributors to make much fuller use of anecdote and real-life example. Liz Waterland, for instance, whose small pamphlet *Read With Me* (Scholastic) has perhaps done more than any single recent publication to help us to think about reading in practical terms, has a chapter on 'The Apprenticeship Approach' which, although well written, and full of useful advice, lacks the authentic flavour which made the book so particularly convincing. If I were to pin-point what seems to be lacking in this and other pieces it would be first stories - a sense of the real experiences which obviously lie behind much of this valuable advice - and second tentativeness. The consistently up-beat tone of the contributions suggest that we now know all we need to know about reading - and that kind of certainty can be an obstacle to further learning.

However, the first part of the book is a good buy, with useful sections on reading policies, shared reading, involving parents, and assessing books. The second half is a different matter, and this points to a lack of coherence in the overall planning behind the book. While the editors concentrate on approaches to reading which stress the key role of real books, they hedge their bets by including chapters on testing and phonics which are written out of completely unrelated positions to the games predominate in the pages at the back of the book which are copyright-free resources; in a book which on the whole takes multicultural issues seriously it is amazing to find, what is more, that "I" is for Igloo, and also for Indian (with full feathered headdress).

M B

FOR TRENTHAM BOOKS

Europe: a leap in the dark by Hendrick Brugmans, Founding Rector, College of Europe

Translated by Colling Wrijngs.

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EUROPE: a leap in the dark



ARTS

ARTS

Amen Corner, James Baldwin's play set among Harlem hustlers, is making theatrical history. After a sell-out season at Kilburn's Tricycle Theatre it opened at the Lyric on Shaftesbury Avenue last week, marking "three firsts on the Avenue": "the first transfer from The Tricycle; the first black play with an all-black cast; the first play with a black director". So says director Anton Phillips. No stranger to the West End, his Black Theatre Seasons over the past three years have drawn steadily growing audiences to the Arts Theatre.

He founded Carib Theatre Productions in 1981 to promote good quality black theatre that would provide opportunities for black actors, directors, designers, and stage-managers to show their work, develop their skills, and build up an audience for plays reflecting the lives and concerns of black people. Three years later, invited to contribute two programmes for schools in the GLC's "London Against Racism" campaign, Carib Theatre started the Theatre-in-Education work which is a flourishing part of its two-pronged approach to establishing black theatre in London.

Those first TIE programmes - a play about an all-black break-dance group torn by arguments over admitting a first-rate dancer because he was white, aimed at older pupils; and a space epic, light and full of magic and fun, aiming black-white questions for younger age groups - were very successful, leading to demands for more from teachers and kids alike. Phillips has a clear respect for young audiences and their ways of demonstrating their refusal to be bored. "Their concentration has to be kept and the material has to be good. If it's not, they will let you know". He and his teams also learned from the schools they visited. "Our next programme was one about identity because, going around schools, we discovered a number of black girls who wished they were white. So our piece employed a magician who made a black girl white, and the action threw up questions about relating to her family and friends. In the end, through



John James (Brother Boxer) with the congregation

Three firsts on the Avenue

John James talks to Anton Phillips

discussion with the pupil-audience, she decided she was better off being the person she was. Not that it was better to be black or better to be white, but to be what she was. And, of course, following this up with a workshop enabled it to be explored to the children's satisfaction, not leaving it up in the air."

Anton Phillips uses his TIE teams "to introduce young black artists into theatre". While some come from the drama schools, he finds most of them

through workshops run by the Tricycle Theatre, the BTC and Anna Scher. He sees more openings for black actors now than ever before, and more young blacks coming forward to train for a state career. "I think the GLC has been responsible, to a considerable extent, for a change in attitudes through its Equal Opportunities Policy which actually permeated into a lot of the funding bodies like The Arts Council and OLA in London. Outside London, I have been asked to go

to South West Arts and address them on equal opportunities in places like Exeter. So there is a certain pressure on theatre companies from funding bodies to implement equal opportunities policies. As a consequence, lots of companies are tentatively trying to employ black people. And, of course, television offers increasing opportunities - especially for young blacks. The problem is, finding older black actors, men and women in their fifties and sixties who were employed years ago

for their good looks as "exotics" but were not given opportunities to develop into the steady, deeply rooted character actors we need."

This problem had to be faced by casting *Amen Corner*. The actors also had to be able to sing, for Baldwin's powerful drama is set in a gospel church and uses spirituals and gospel songs to underline the action. Phillips' cast is made up of American, West Indian and British blacks. In rehearsal they sang with emotion providing a powerful back-ground to Celine Dion's thrilling - a great voice from Cardiff.

Playwright James Baldwin, now hard at work on a tour of American universities, returned to London for the West End opening. He is delighted at the production's success. "Anton Phillips believes in the power of a winning combination. It is a good play and a marvellous cast. Twenty people who from day one had a sense that this was something special, and have worked on it with a total commitment. That sense of enthusiasm and enjoyment has communicated itself to the audiences who have come out feeling good, immensely excited and uplifted, deeply satisfied. So it is a production which works. What is needed now is a good selling job. *Amen Corner* was to fail - and it almost did - because of lack of artistic achievement - it might be another 10 or 15 years before producers feel they can put another black play in."

While more and more black families were coming to the Black Theatre Seasons at the Arts Theatre (to be resumed this year in September), Phillips feels that "black audiences don't come into the West End". There has to be an effort to spread the word around that something good is happening at the Lyric, and that you'd better book in advance to make sure of seeing it. "So many people went to the Tricycle 'on the night' only to find the House Full notices and the ticket touts out! The excitement I felt crossing the stage during the rehearsal is anything to go by. *Amen Corner* is a production not to be missed."

That was Industry Year

Michael Clarke on the difficulty of finding out what design students are actually doing

The RSA Bursaries Competition Travelling Exhibition. Bournemouth and Poole College of Art and Design until March 20. The Yellow Book: The Best of 1986 Student Art and Design. Pear Books in association with FAB Design £28.95. 0 9508993 5 6

1986 was Industry Year. Initiated by the Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA), it was a special effort to create greater public awareness of the role of design in our lives and an attempt to overcome the crippling paradox of an industrial society with an anti-industrial culture.

For a long time now, the RSA has organized annual Design Bursary Competitions in an attempt to identify, by means of realistic briefs, talented students nearing completion of their formal education and offer them practical encouragement through travel awards and short periods of attachment to sponsoring companies. The benefits to young designers and industry are such that an increasing number of companies now give their support and last year, almost 2,500 entries were received from 98 educational institutions competing in the 28 design projects.

An additional, annual venture intended to promote good design was launched with the publication of *The Yellow Book: The Best of 1986 Student Art and Design*.



La Westminster Jewellery Dominic Seddon: left unit. From *The Yellow Book*.

Art and Design. Supported by the Society of Industrial Artists and Designers, it is a glossy, full-colour affair and claims to be "the first-ever comprehensive view of contemporary nationwide style". Letraset and the Central Illustration Agency have each offered special awards while *The Yellow Book* itself has given 29 more along with 28 highly recommended entries. The overall choice of entries was made by 19 judges drawn from the commercial and educational sectors. Whether any prize money came with the awards, we are not told.

For anyone seeking information on what design students are doing on courses up and down the country, college shows are certainly more representative than either the RSA's touring exhibition or *The Yellow Book*, but despite the increasing number of displays brought into London each summer, these two annual events are likely to be the most accessible sources of knowledge. The cost of travelling more than two or three colleges is prohibitive and so teachers and students trying to choose which course in which institution must rely on prospectuses which can be difficult to get hold of, not always as informative as they should be and rarely, if at all, illustrated with student work.

Of course, the RSA touring show is not a catalogue of courses and colleges but a selection of winning designs. With the exception of a few small, two-dimensional items, there are not even any prototype models let alone finished objects. Cost and transportation difficulties (six venues in as many months) prevent this. It is, therefore, a pack-flat, quick display in which well-presented and mounted paper work looks good and graphics or packaging design looks better: a condition that suited last year's special project brief to design four postage stamps which best reflected the entire concept and aims of Industry Year 1986.

Of the four winners in this particular project, only one, Janet McCleary from Ravenscroft College, is included in *The Yellow Book* and with a different design for a calendar using pop-up elements. Another student, however, Patricia Howes from Camberwell School, has her four stamps reproduced, unattributed to the RSA competition: a choice which shows little agreement between the juries of the two occasions. In fact, of the 20



students represented in the RSA touring show, only one other, Lynn Eeles from Berkshire College, is chosen to appear in *The Yellow Book*; her fellow-student, Jolanta Minkowska, in their joint submission for a health farm in an urban area passing unnoticed.

One difficulty in gaining an overall picture of what is going on in design departments is the inadequate and inconsistent information supplied by both the exhibition and the book. The former has no catalogue or checklist of exhibitors or items and does not always state whether the student is an A degree or Higher BTEC Diploma course. At the Bournemouth and Poole venue, an evidently talented fashion student, James Whistaw, had either lost or never had the name of his college. It was not always possible to identify the intended materials or treatment of the paper design.

The Yellow Book is even less informative. There is no proper introduction or preface and what introductory material there is, is printed on such a perversely small scale that it challenges legibility. Given the title (also minuscule), one cannot expect a complete list of design institutions or courses but it would have been more consistent if all, rather than some, of the colleges included had stated the courses they offer. The editors appear to have been so preoccupied with a well-varnished, finished image to their product that they have overlooked such important information as materials, processes and dimensions in the work they reproduce.

This is not good enough and confirms the suggestion of superficiality hinted at in the claim to be an index to "contemporary nationwide style". Whatever the shortcomings of the RSA touring exhibition (the initial show at the Society's House is a more complete display), it does not pretend to be more than it is. *The Yellow Book* is little more than pretence.

Television

Sacrificed to the situation

Education Extra (Channel 4, March 9) dealt with training for nurses, the IEA budget and careers education, but hardly justified its claim to be "TV's only topical weekly magazine on education" with a 70-second report on the teachers' dispute. The issues in the renewed action by the two teachers' unions got considerably fuller treatment on This Week Next Week (BBC1, March 8), where Kenneth Baker said that it showed "a contemptible disregard for children" and three times emphasized that his door was open; from the other side, he heard himself described as "a bully of a Secretary of State" and even the representative of the PTAs told him that his imposition of terms had led to the present situation.

None of this brought the two sides any closer, but the surrounding discussion did clarify their positions. On Question Time (BBC1, March 12), Dr Rhodes Boyson, as a former headteacher and education minister, naturally had to field a question on the same subject and called Baker's offer "a reasonable, generous settlement" (adding that the problems of the teaching profession started with the "destruction" of grammar schools). He was in a minority on the panel: they were "under a moral obligation to strike", and David Alton saw the situation as one where "confrontation was the only way that anything can be achieved". Overall, Question Time would have left you with a rather better idea of what was going on than

The teachers' dispute was not the only educational topic to be considered during the week. In Panorama (BBC1, March 9), Richard Lindley reported on school sports, in what started as a polemic against the new, "non-competitive" approach to games and PE: we were told of "heads 'desperately concerned' at a 'drastic decline in team sports' and a 'new breed' of PE teacher taking over in schools. At Loughborough University, the "Oxbridge" of PE, students were now learning a "bewilderingly wide" variety of skills and, whatever their lecturers may deny, "standards can easily take a knock". Fine. So far, this sounded like a straightforward, if partisan defence of the traditional, cloyed-a-side, football-every-Saturday recipe for games, with the girls cheering on the touchline.

But it wasn't. Some of the children interviewed turned out to like the new emphasis on participation ("we go out there and we enjoy ourselves") and, before we had had time to pick our heads and education minister, naturally had to field a question on the same subject and called Baker's offer "a reasonable, generous settlement" (adding that the problems of the teaching profession started with the "destruction" of grammar schools). He was in a minority on the panel: they were "under a moral obligation to strike", and David Alton saw the situation as one where "confrontation was the only way that anything can be achieved". Overall, Question Time would have left you with a rather better idea of what was going on than

disciplined PE during the Forties, together with the thread of Lindley's argument.

In a sense, Intimate Contact (ITV, March 9), Central's drama about AIDS, could be said to have an educational purpose. Too much so, in fact, with the characters in the first episode rather obviously sacrificed to the situation. On the other hand, the comedy series *Head of the Class* (BBC1, March 9) had nothing to do with school on either side of the Atlantic. I watched the first episode conscientiously, and charity forbids me to say more.

Channel 4 cancelled everything for an hour on March 13 to discuss the verdict in the Peter Wright case. The studio discussion was weighted two-to-one for the Government, with Sir Patrick Naimo and Sir Iain Percival defending the decision to prosecute Wright and Gerald Kaufman appearing for the defence. But the evidence, in the form of selected clips from C4's earlier dramatization of the trial, was chosen so as to even things up considerably. On the same evening, *The Secret Service* (BBC1) and *A Killing on the Beach* (ITV) offered fictional versions of what goes on inside some of the country's major institutions, but no fiction could compete the spectacle of Naimo, Percival and Kaufman seriously debating whether the Secret Service had, or had not been operating on the same side as the Government.

Robin Bush

Panache

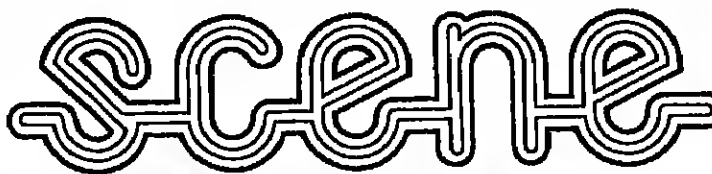
The current show at the King's Head Theatre, Islington should be required viewing for any young Londoners doing French A level and specializing in 17th-century theatre. Marivaux's *The Triumph of Love*, as presented by the Anchor and Dolphin Theatre Company, may have a glancing weakness at its core, but its stylistic and psychological intricacy comes over with brilliant panache.

The play deals in those elaborate deceptions and transsexual disguises which were staple fare in its time (1732), but the playwright's post-Freudian intuitiveness amply justifies the programme's (post-literate) claim: "we are oddly close to the world of Strindberg" (who he?). Guy Cullen, as

translator and director, also plays Arlequin, and herein lies the weakness: whereas everyone else plays straight (ie, with elegantly mannered precision), he moves and talks like the caricature of a commedia dell'arte caricature. One's heart sinks when he comes on, and rises when he goes off. Led by the hazy talented Harriet Keevil, the other actors give a riveting display - and all credit to Callan-as-director for this.

Michael Church

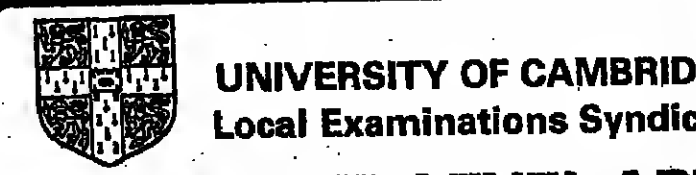
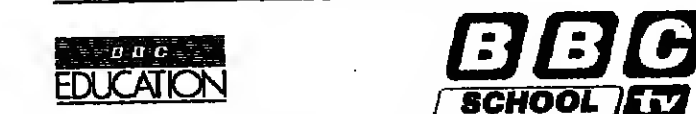
Charlotte Kestley's play *My Mother Said I Never Should*, at the Contact Theatre Company, Manchester, has had its run extended until March 28. Ms Kestley will thereafter be doing workshops with schools and community groups based on the show's theme: the changes in women's attitudes spanning four generations. Information from 061-273 7531.



Why Can't We Live Together?

"You can't force your parents to stay together...because you'll feel happier....It is their lives" Anna
"I've seen two marriages and they've both been unhappy. I don't think I'd ever get married." Ricky

Two of the views expressed in a new SCENE documentary about young people whose parents are divorced or getting a divorce.
Thursday 26 March 11.40 and Friday 27 March 12.32 BBC 2
For further information contact:
BBC Education (D), London W5 2PA. Tel: 01-991 8031.



ADVANCED LEVEL ART EXHIBITION

An exhibition of Advanced Level Art and Informal Conference to allow teachers to respond to the proposed new Syllabus will take place at Syndicate Buildings, Cambridge. Identical programmes will be held on four consecutive days from 11.00 a.m. to 4.00 p.m., 21-24 April, 1987. All 'A' Level Art teachers are eligible for invitation. Please apply to the address given below, clearly indicating the four days in order of preference, marking the envelope 'Art Exhibition'.

The General Secretary,
Syndicate Buildings,
1 Hills Road,
Cambridge, CB1 2EU.

THE TIMES



Gorbachov

Mikhail Gorbachov is turning the Soviet Union inside out, or so it appears from high-profile reforms. As a curtain-raiser to Mrs Thatcher's Moscow visit, a major *Times* series meets the punks and the rebels, joins the queues for still-scarce consumer goods, discovers just how much - or how little - freedom the ordinary Russian enjoys, and samples "communist capitalism".



and regularly in *The Times*. Peter Ackroyd on books, Bernard Levin on the way we live now, David Miller on sport, John Clare on education, Jane MacQuitty on wine, Frank Johnson in Parliament, Paul Griffiths on music, Shona Crawford Poole on travel, Philip Howard on words, the humour of Mel Calman and Barry Fantoni, David Robinson on the cinema - and much more each week.

THE TIMES
The world's most famous newspaper (25p)

SOUNDINGS

Press ganged

Can the City of London save Oxford University from death by a thousand cuts? Dr Orahm Richards, senior tutor of Brasenose College, Oxford, thinks it can. Privatize 49 per cent of Oxford's famous university press and he thinks between £100m and £150m will be raised. Put that in a building society, and the university should gain an extra £10m-£15m a year.

Indeed, the viable proof of all the opportunities OUP had and never saw lies less than two miles from its headquarters - Headington Hill Hall, the home of Robert Maxwell, Pergamon Press and the Indictment of past managements at OUP. There is scarcely a scientific subject on which Pergamon Press does not publish a journal. The profits from disseminating scientists' research were there for anyone to pocket. Had OUP been more commercially minded the university would still have a future to boast of. Instead we have Robert Maxwell, the *Mirror*, and in the first division, Oxford United.

Peter Parker

Hobbits for sale

As the first day's voting for the Chancellorship of Oxford University drew to a close, a more private but still essential Oxfordian event was in preparation. Up and down the Broad, Blackwell's and its subsidiaries Parkes, The Paperback Shop and the Children's Bookshop had decorated their windows with the celebratory theme: the 50th anniversary of *The Hobbit*, with the new posters, editions, dummies and flying dragons, provided by Blackland publishers. The last day's

What of the pay off? For the university to bank its £150m, OUP would have to earn profits of some £80m on a turnover of £600m according to Brian Navio from the stockbrokers Capel Cure Myers.

Alas, last year OUP's profits were £8.5m and its turnover £26m. On that the university would be lucky to receive an annual cheque for £1.5m. Even £8.5m is not much profit, when you think OUP keeps over 11,000 editions in print, publishes 1,200 new books a year (a figure which includes paperback editions of hardbacks) and employs 2,500 people. The chips in the City would change all that. First cut costs, ie people. Second boost earnings. That need not mean sulling the Oxford name with popular non-fiction titles like the *Oxford Guide to Snafu Sex*, or the *Oxford Book of Tax Avoidance*.

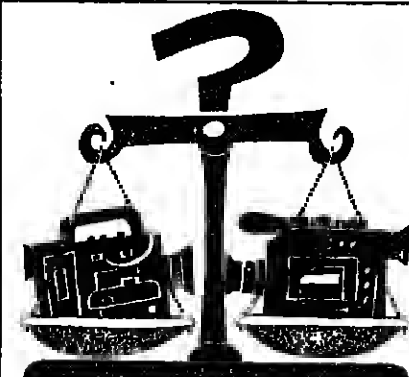
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Although favourably reviewed in 1937, its potential was hampered by the outbreak of war, and sales only picked up after the publication of *The Lord of the Rings* in 1954-55. It was *The Hobbit* in a special booklet by Peter Jackson, commissioned by Blackland, which led to the book's success. The anniversary edition of *The Hobbit* (£7.95) contains a new introduction about the evolution of the book, with personal reminiscences by Christopher Tolkien, who has edited all his father's posthumous publications. There is also a new design by W. G. Garfield, and the three-volume *Rings* back edition of *The Lord of the Rings* is reissued with new covers using Blackland designs. At £2.95, the new edition is a bargain. The last day's

RESOURCES

Hard times

When budgets are slim, how should schools decide whether to buy software, books, or visual aids?
Liz Heron found a source of advice in Hounslow



How do teachers weigh up the rival merits of books against software or hardware, in these straitened times? A persuasive presentation of the BBC's Domesday Project and its interactive video technology at a visual aids centre in Outer London set a number of them wondering about the claim that every school should have one.

The Visual and Aural Aids Teaching Centre in Hounslow serves the seven Outer London boroughs (1,000 schools in all as well as FE colleges), and the Domesday session, which gave teachers and librarians the chance to try out the system for themselves, was one in a series of special events organized for the Spring term. Teachers could also see a Telesoftware demonstration and view recent additions to the video library in sessions geared to different subject areas.

Help is available here on a day-to-day basis. A regularly revised price list of recommended equipment and audio-visual resources is circulated to schools and teachers' centres, covering everything from adaptor plugs to video cameras. Teachers can telephone for information, whether to compare features on prospective major purchases or ask what kind of lead they need to link up two VTR machines. Someone took the opportunity to ask what was new in cassette recorders for language teaching. He was advised to fix a time to drop in and take a look.

Visits to view and try out equipment in the mini-studio are open by appointment to advisers, head teachers and

classroom teachers. Local teachers tend to make most use of the centre for these personal visits but special events are attended from further afield.

For many teachers, problems to do with using equipment feature most regularly. Training sessions provide practical experience in the use of overhead projectors, photographic equipment, VTRs and video cameras. Many teachers are at a loss when it comes to threading up a film projector, even though that basic level of know-how might be taken for granted in these days of high-tech. Information packs are produced for probationer teachers; these have to be ordered by the borough advisers. There are also a large number of free information leaflets on all aspects of audio-visual equipment.

The Centre has been in existence for more than 20 years, dating back to pre-Greater London days, when Hounslow was in Middlesex. Paradoxically, as audio-visual technology has become increasingly sophisticated and a part of classroom life, there has been progressively less money available for staff.

The budget now allocated for capital and staffing costs allows £1.10 for every school child in the seven boroughs, which represents a gradual erosion in real terms over the last year or two. Cut-backs in the early Eighties substantially reduced staffing, and when Wendy Richardson was appointed adviser four years ago her previous job as assistant adviser was left unfilled, halving the teaching component at a stroke.

Total staff numbers add up to six full-time and six part-time, which includes technical, administrative and library posts. They are stretched to provide a wide range of services.

One of the most popular is the free video and 16mm film library. Over 600 titles are on VHS cassette and more than 1,200 on film, taking in the entire curricular range. Catalogues are available by subject area. The Centre operates a weekly collection and delivery service to schools and last year circulated a total of over 17,000 titles.

Also on offer is an emergency recording service. All television and radio schools' programmes are recorded, so that teachers who miss a particular broadcast or forget to record it can order a cassette with up to two programmes on it, at a charge of £3.50. Television recordings are held for two weeks, radio for six. Radiovision recordings are stored over long periods for teachers' convenience.

Last year there were over 3,000 telephone enquiries. Some of these, followed up by Wendy Richardson, led to workshops in schools and teachers' centres - a total of 57 in 1986. Wendy Harrison also visits schools on request, although as the Centre's only teaching staff member she has to reconcile a variety of demands on her time.

With money for schools in short supply, teachers can benefit greatly from the Hounslow Centre's advice and training services when it comes to spending it and setting a case for priorities.



"Tigers" (1912), a woodcut by the German expressionist Franz Marc

Surface attraction

Michael Clarke reviews an abundantly illustrated slide/text pack on printing techniques

History and Techniques of Printmaking by Margaret Massie-Taylor. Six slide and text packs. Focal Point Audio Visual Ltd, 251 Copner Road, Portsmouth, Hants. PO3 5EE.

Since the Sixties, interest in printmaking has increased dramatically, but although there is a plentiful supply of books on the history and techniques, these slide-text packs could well prove to be a better investment for schools and colleges, if only because they can be used by groups as well as individuals. They are full of sound, instructive information, are well illustrated and are provided with an historical context. Very few people will fail to learn from them and all will appreciate the fine selection of prints by both familiar and unfamiliar artists.

The tone of the texts is reassuring but never patronizing. For beginners, this is of inestimable worth, encouraging them to appreciate the simplicity of some of the processes (only two surfaces, one bearing and one receiving the image), materials (almost any surface is capable of being transformed to another), and equipment (a press is not always necessary). Yet this is no printmaking-made-easy manual. It is far too professional, both historically and technically, for that.

Divided into six separate volumes, each with 24 slides and textbook, the first two provide a general introduction to printmaking, its equipment and techniques, that prepares the student very nicely for the much more detailed examination of relief and intaglio, lithography and screenprinting, colour and mixed media that follows. The final one summarizes the uses of prints across the ages. Each volume can be used separately, but the cross-referencing of information makes the whole set very much greater than the sum of its parts.

The historical information is nicely placed, always pertinent and never obtrusive, whether it is about the origins of etching in the incised decoration of armour and weapons, the advantage of wood over metal engraving in the printing of image and text in a single operation, or more amusing

details like the fact that the 16th-century engraver Raimond signet Dürer's prints for him with a complaint led him to sign them as "The technical information is generally so clear and comprehensive that it comes as a disappointment to discover omissions and oversights. Different kinds of inks and papers are not discussed, and while it may be contentious to ask why photography is not dealt with independently, a text which repeatedly refers to photographic techniques and notes that it is screenprinting which made the breakthrough through which integrated photography



"Primavera" (1890) by Timothy Cole after Botticelli, showing the fine detail achieved by engraving on copper and grain block

with fine art" ought to offer an account of the most common methods used to achieve this fusion, particularly in one occasion, cutotype is mentioned without further explanation. However, the merits of the packs slides showing tools and processes are always at a disadvantage when compared to film or video, the ones chosen are so well chosen and sharply focused that, combined with the texts, they are more than adequate. In fact, it is the successful integration of word and image that gives the material its particular distinction.



Wood engraving by James Gurney (1834)

MEDIA

EYE witness

Tomorrow is the start of European Year of the Environment. Francesca Greenoak looks at the programmes ITV and Channel 4 have scheduled in its support

March 21 marks the official start of Spring and European Year of the Environment. EYE's stated aim is to raise awareness of the importance of environmental protection so that better progress can be made in conserving and improving the world in which we live. Alas, the one does not so easily follow the other - not with mighty vested interests blocking the way. It is important not to underestimate the difficulty in effecting a change in attitudes or practice, but there is also a profound need to continue believing in the democratic possibilities for achieving environmental balance.

In support of EYE, Channel 4 and the ITV networks have planned their natural history and environmental programmes to link in with its objectives: several new series and an impressive backlog of repeats will be screened over the year.

Among the new series, *An Idea of Europe* is an exploration by Richard Hoggart of the contradictory cultural forces in Europe. An investigation of the built environment, both ancient and modern, is carried out in *Man-Shape*, while *Space on Earth* explores relationships between buildings and people. *Turning the Tide*, presented by David Bellamy, points out that environmental matters cannot be considered in isolation from national and global politics. The series includes examples from massive projects like dam building and the behind-the-scenes stories of agri-business.

Individual feature films focus on specific environmental subjects, such as the effects of the Chernobyl accident on Lipland; *Saving the Tiger* looks at the work of the conservation enterprise "Project Tiger" and *Elephant*, *Lord of the Jungle* examines the social context of conservation - from the elephant and the ivory trade. A documentary which examines the pattern of land ownership in Britain, called *Power in the Land*, relates ownership to land use and access, and should be well worth watching.

All schools will get a mailing this month from the IBA which will list all of the 34 series and programmes brought together under the EYE umbrella. They will also receive an



eight-page colour printed newspaper called *EYE TV* which will preview and make educational support suggestions and lateral connections with the programme material. In addition, the ITV networks will invite local environmental groups to make use of their 30-second public service announcement spots.

The ability to focus on local issues is one of the strengths of regional television and stimulating environmental response at this level may turn out to be the chief success of EYE. Past experience bears this prediction out: when London Weekend Television

gave the London Wildlife Trust air-space to ask for help with their tawny owl count, there was considerable interest and practical action.

The main focus of the EYE film coverage will be Channel 4's *Battle for the Planet*, a six-part series which will start on September 13. It is an ambitious project with complex relationships with a number of other countries, many of which are providing discussion material which will be included in the programmes themselves. The series will be transmitted (through special reciprocal arrangements) all over the world. Its objective is to

increase awareness of environmental issues, relating global concerns to local issues. It also aims to give people a political voice; viewers are encouraged not simply to sit and watch but to participate both in environmental action and debate, and to make their opinions known.

Most importantly, these responses do not come to a dead end with the television programmes, they will be passed on to the World Commission for Environment and Development (The Brundtland Commission) which is pledged to take the views of the public into account before it writes its final

report in November. It is believed that this report, which will be taken in the United Nations General Assembly in November, will advocate a serious change in political priorities concerning the environment.

A pack describing the aims of *Battle for the Planet* has just been prepared and is available free from the International Broadcasting Trust, 2 Ferdinand Place, London NW1 8EE. The IBT is also producing a newspaper which contains notes, information, and a range of references for debate and activity. It will also direct attention to environmental matters relating to the programmes. A *Battle for the Planet* book will be available in the autumn. The programmes themselves can be recorded off air without restriction, and next year the series is to be restructured for a younger audience.

I watched the documentary case on the degradation of land into desert presented by the estimable William Hutton. He showed how in Inner Mongolia increased grazing puts such pressure on the grassland that the fragile topsoil is blown away by the persistent cruel winds, once the stabilizing grassroots are exposed and killed. Against this sea of sand, the government is trying to establish a second great wall of China, a green wall of trees which will stop the desert. A laudable effort, but not enough in itself while the economics of animal raising cause more and more people to increase their herds on decreasingly fertile land. A small spotlight of hope is focused on the Wadenana family, whose faith and energy are channelled into reclaiming their land from the sands, and who quote the story of the foolish old man who would move mountains: "If I do not succeed then it will be my children, or my children's children, or their children..."

When it is broadcast, this documentary will be discussed by people from areas in Senegal and Ecuador facing similar problems, and in the final part of the programme, Jonathan Porritt will bring the matter back home to East Angles where "on-blow" over enlarged fields removes masses of topsoil. All six programmes will have this three-part structure.

BBC EDUCATION

REMEMBER TO RECORD REHEARSING FOR WORK

Getting the most out of work experience

Six programmes for 16-19 year olds

Presented by MARGARET PERCY

Mon 23, Tues 24 and Wed 25 March 0030-0110

Night-time broadcasts for schools and colleges

These programmes begin half an hour after midnight as the final transmissions on the above dates.

RADIO 4 VHF/FM

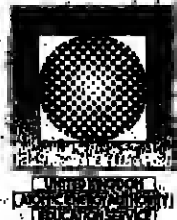
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notes

SPIRIT OF THE PLACE

A series of six 30 minute videos which look at aspects of regional British culture are now available for hire and purchase from CFL Vision. The cities featured are: Swansea, Cambridge, Bristol, Manchester, Glasgow and London. The London video concludes the series with an examination of the capital's artistic relationship with the regions and includes an interview with the Arts Council's general secretary. Each video can be hired for £10 or bought for £35 (16mm purchase only at £335) from CFL Vision, Chelford Grove, Gerrards Cross, Bucks SL9 8TN; tel. 02407 4433.

IT HAPPENS TO US ALL

Johnson & Johnson have updated their educational kit about puberty for Junior and middle schools to include many of the recommendations emerging from the recent debates on the way sex is taught in schools. The kit deals with the emotional and physical changes of adolescence, and is aimed at the nine to 13 age group.

The kit comprises teachers' notes, 24 slides with cassette commentary, 25 copies of the children's booklet, 30 work sheets plus samples of Johnson's sanitary products and is available at £9.50 from Johnson & Johnson's Schools Information Service, PO Box 3, Diss, Norfolk IP22 3HH.

Video

This month's video selection includes:

A threadbare blanket?

Peter Newell listens to Radio 4's educational 'action tips'

CONTINUING EDUCATION
Parents' Action Guide
BBC Radio 4 VHF,
Saturdays 4.00pm.

Worshipful, breathless, heavy on opinions and light on facts: impressions of the first of eight half-hour programmes from BBC Continuing Education to be transmitted tomorrow (March 21) and thereafter each Saturday under the title *Parents' Action Guide*.

The series aims to cover "the main problems as parents and students try to come to terms with the complexities of our education system". But the format of the programme (reworked and re-edited from the *Education Reading Series*) is complex enough to come to terms with; presenter interview Professor Ted Wragg who is "an apparently inexhaustible team of 'national education experts'" all (in the first programme) based in a meeting of parents at a tiny

Devon village school.

This was a school where parental involvement is (literally) part of the fabric, as the presenter introduced it: "Parents built an extra classroom who funds were short". That could (should) have provoked a lively political discussion about the growing dependence of a supposedly universal free maintained education system on parental contributions - and the effect of that on equality of opportunity.

But no - quickly into a rapid discussion of the pros and cons of pre-schooling. One of the team, Oxfordshire's Chief Education Officer Tim Bingham, described his county's provision as a "patchwork quilt" (if this is a phone-in programme, some Oxfordshire callers might suggest "threadbare blanket") as a more appropriate metaphor. There was a firm statement that nursery education is especially valuable for some children - "only children, lively bright children, disadvantaged children who need a

head-start". But the "action-guide" did not mention that there are legal duties to provide pre-schooling for children with special needs from birth. The "action tips" boiled down to a general exhortation to "lobby" and "don't undervalue what you do at home".

On to "Starting School" and more pity comments: "... remember children are very resilient ... make a bit of fuss but not too much ... The 'Parental Involvement' section produced a general chorus of "partnership, partnership". Teachers and parents must "get together". The current embittered state of the profession had clearly not permeated to this bit of rural Devon where the head's message was "keep the doors open". Betty Root from the reading centre at Reading University and others came in now with an overdose of well-meaning advice about teaching reading. I fear parents could well be confused or even - though this was clearly not the

intention - frightened off: "How difficult it is if you try and go it alone ... danger ... put them off reading for life ... (Would anyone seriously suggest that more parents than schools have put their children off reading?) ... 'Action tips' included don't sound out words when children are in difficulty" - what, never?

Parent governors, about to multiply as the Education (No 2) Act 1986 is brought into force, were the next topic. The presenter screwed three more "action tips" out of Ted: first - "do volunteer". But will this encouragement to the select band who settle down to listen at 4pm on Saturdays, just as the football results are coming in, have the desired effect of promoting parent governors from "all walks of life"?

Finally, what are parents to make of new teaching methods? Well, "keep taking an interest", says Ted, and that's all we have time for this week. Next week it's the eight to 13s' turn, based on a south London secondary school and covering school choice, quality of teachers and parents' rights.

A "fact pack" is available from BBC Education, London W5 2PA.

a crashed spaceship have to cross the planet to be rescued. En route they encounter problems which have to be solved by graphics.

Continuing education

MORE THAN YOU CAN MANAGE (Sup. 16.00 VHF4)

Is stress at work inevitable? Jenni Murray looks at those who dread going to work and at ways to alleviate the stress.

GOING TO WORK: LIFE SKILLS

(Tue, 12.18 BBC2)

This series of 10 plays by Bill Lyons follows the problems encountered by young people leaving school and in the first years of work.

GRAPHICACY

(Thur, Fri, 00.30 VHF4)

Lower secondary children are introduced to graphic methods of communication in this new eight-part space adventure. The crew of

programme to help 15 to 17-year-olds prepare for the world of work. Shows how to get the most out of work experience.

FINDING OUT

(Tue, 9.30, Wed, 10.16 ITV)

The first of two programmes featuring Gerald Durrell's zoo in Jersey. Shows 8 to 10-year-olds the special function of the zoo in raising rare animals for release into the wild.

briefings

radio & tv

For schools

REHEARSING FOR WORK

(Mon-Wed, 00.30 VHF4)

A short series with an audio-cassette teachers

END PAGE

The link between war and virtue

Conrad Russell on a remarkable book about a remarkable man

The Count-Duke of Olivares: The Statesman in an Age of Decline. By J H Elliot. Yale University Press £19.95.

The Count-Duke of Olivares was first minister of Spain for a period which almost exactly coincides with the duration of the Thirty Years' War. He was therefore a figure of considerable significance in the history of Europe, as well as of Spain, yet, by comparison with his rival Cardinal Richelieu, he has been comparatively little studied. This is in part because of the preference of the middle 20th century for history with the politics left out, although during the Thirty Years' War, which has rightly been described as the first world war, history with the politics left out is a diminished area. The neglect of Olivares has also been because of the extreme nihilism which pervaded the research needed. It is over 30 years since Professor Elliott first engaged with him, and the time has been well spent.

To convey the magnitude of this work, it is necessary to imagine the task which would have faced the historian if the Duke of Buckingham had remained chief minister of the English crown until the 1640s. In fact, the countercurrent underlines the gravity of Professor Elliott's task: Olivares was as much first minister as Buckingham, and he was first minister, not merely of a kingdom, but of an empire on which the sun genuinely never set. If we might imagine a Buckingham doli preoccupied with the affairs of Scotland, Barbados and Madras, as well as those of England, we would still be under-estimating the sheer magnitude of Olivares' work. When we add the fact that the subject of the biography was, in Professor Elliott's phrase, "never at a loss for words", and that he was careless of his personal papers, we are left with a task for the biographer which only the fact that it has been accomplished deters us from calling him superhuman. Professor Elliott has consulted manuscript archives in nine countries, and draws on such unex-

pected sources as a consulta of the Spanish Council of State now preserved in the National Maritime Museum at Greenwich. Yet he wears his learning lightly, and only those who know something of the vast body of material Professor Elliott knows and has chosen to leave in his notebooks will have any idea of the magnitude of his achievement.

For the general reader, this is a book which is easy to read: it is pithy, illuminating and amusing. The publishers deserve credit for helping, by their reasonable price, to put it within reach of the general reader. Some of Olivares' judgements live across the years, like his picture of Charles I in Madrid cycling the Infante "as a out-does a horse", or his comment on England in 1640, that God was making heresy confound itself. The picture of Olivares at the crucial moment in his early career, kissing the royal chamber pot as he withdrew in disgrace is a painfully vivid reminder of the nature of power in court life.

An English historian must be struck,

reading this book, by the range and the depth of the similarities between the reign of James I in England and the almost exactly contemporary reign of Philip III in Spain. The mischievous affecting the government of the two countries is so startlingly similar that it is hard not to imagine some common cause. The influence of humours, the appearance of the anti-courtier, and the debate on the appearance of the *valido* or first minister, are all common to both countries. The cults for "reform" which this mischievous prejudice are also remarkably similar in the two countries. For example, the Council of the Council of Castile of 1619 has a similarity to Sir Edward Coke's speech of August 4, 1625, which is surely too close to be written off as coincidence. It is possible to look for common causes: the soaring growth of government resulting from the growth of "modern" warfare is a possibility, and the demographic and psychological effects of the plague of 1600 in Castile and of 1603 in England are another. The inflation of the 1590s

clearly wreaked havoc with the finances of other courts than that of England, and England and Spain were the war-weariest left over by a long war against each other.

Yet these are not sufficient explanations, and in particular the explanation which depends on the soaring cost of war cannot be sufficient for a reader concentrated in years of peace. Perhaps here Professor Elliott's "assumed loss of ancient virtue" phrase saw in Castile when "measured against the ideal of a martial society built on heroic virtues". These phrases are so like Sir John Elliott's complaints in 1625, of the "degeneracy" of a long corrupted peace, that some thought is needed. Professor Elliott is surely right about the links Spain (and England) to a classical culture in which war and virtue were indissolubly associated. This association, as Olivares at Buckingham both learnt to their cost, was one Europe could no longer afford.

Draggle-tail sisters

Following the Drum. Women in Wellington's Wars. By Brigadier F C G Page. Andre Deutsch £9.95. 0 233 97960 3

Only six - later four - out of every hundred wives could draw the "to-go" ticket and accompany their husbands on the crowded, insanitary troopships and later follow them almost into battle, enduring incredible hardships that are daunting even to read about. Until the Crimean War in the mid-19th century wives and children did indeed "follow the drum", but the atrocious conditions which they were forced to endure began to arouse agitation for the bettering of their lot both at home and abroad, and gradually the hazardous provision, or lack of it, came to an end.

Brigadier Page writes with sympathy and admiration for these, in the main, heroic women. The drunken, sluttish crew who also followed in the wake of the army are mentioned only in passing. The poor, draggle-tail sisterhood - some of whom did indeed start out very differently but were worn down by their sufferings - do not rightly belong here.

It is difficult to envisage, in these days of rapid communication and efficient organization, the wartime conditions that reigned in spite of all that the most conscientious organizers could do. Armies of enormous size, accom-

panied by wives, children, servants, hounds, mules, horses, goats, dogs, innumerable craftsmen, mobile hospitals and their staff, swarmed across the countryside requiring food (cooked by themselves as canteens did not then exist) and accommodation. Rain flooded rivers that had to be crossed, wind blew down the tents, mules and horses stampeded, and by day there was often a burning sun that caused just as much misery. Throughout it all, as Brigadier Page relates, the women laundried, mended and cooked, they nursed their children and their husbands when sick or wounded, and, burdened with babies, born and unborn, they toiled along to keep up with the column. Once fallen out they were as good as lost forever.

The officers' wives did not fare quite so badly although theirs was hardly a bed of roses. Two of these are given chapters of their own: Juana Smith, a high-born Spanish girl who at 15 married an English officer, and Lady de Lancey who nursed her husband dying of wounds three months after their marriage.

Sad, funny and brave incidents follow hard upon one another taken from diaries, reports and letters of the time. The book is simply written and the stories are allowed to speak for themselves. The reader's only wish is that the book had been longer.

Katya Watter

National hero

Wellington After Waterloo. By Neville Thompson. Routledge and Kegan Paul £19.95. 0 7102 0747 6

This is a vital work for those seeking to know how the "Conquering Hero" of 1815 could dominate the turbulent political and social scene in this country until his death in 1852. Throughout this period, Wellington remained a national figure, a man, outwardly emotionally disciplined, equally unaffected by adoring crowds surging about him, wanting merely to touch him, or by those smashing the windows of his treasure-filled Apsley House. Above all, he was fiercely loyal to the Crown, and to the nation at large, always ready to "do what is best in the public service". His personal relationships were not wholly happy - his abrupt manner alienated his wife, but yet he enjoyed the company of other women, notably Mrs Arbuthnot, aod of children.

Partial deafness did not prevent his joining Liverpool's Cabinet in 1818, and supporting the action at Waterloo. He was successively Commander-in-Chief and Prime Minister, facing the

problems of Corn Laws, Catholic emancipation and the Reform of Parliament, to which last he was basically opposed, though finally having to acquiesce in the passing of the Reform Bill in 1832. Cheered by the acclamation on his installation as Chancellor of Oxford University in 1833, he was then cast down by the death of Mrs Arbuthnot from cholera, but was again in charge "working like a day horse" carrying for Peel, and doing everything possible to delay Municipal reform in England and Ireland, which he said would lead to "a little Republic in every town".

A trusted counsellor of Queen Victoria, he supported vigorous suppression of the Chartist Riots of 1839, and thereafter, at the Home Office, was obsessed with increasing the Armed Forces, fearing that the French revolutionary spirit might affect England. But failing health, the repeal of the Corn Laws and Peel's resignation effectively ended his career as the Tory leader in the Lords. Elsewhere, he stood aside, until he died a national hero at 82, to be buried with unimaginable pomp amid universal mourning.

Eric Church



Wellington, as seen by John Hoppner in 1806: one of the illustrations to *The Makers of English History*, a collection of mini-essays with a foreword by Asa Briggs and edited by Norman Stone (Weidenfeld and Nicolson £14.95). This will make a useful addition to any secondary school library, being accessibly written and attractively produced, but the 45 "makers" are somewhat idiosyncratically chosen (Virginia Woolf is the only other representative of the novel besides Dickens). The rest are largely political, philosophical, scientific and military.

Saint and sail

The St John Ambulance Brigade have been rendering assistance to sick and injured members of the human race in a multitude of circumstances for the past 100 years. In *A Century of Service to Mankind - A History of the St John Ambulance Brigade* (Century Books £8.95. 0 09 167500 6) Ronnie Coleman traces the history of this voluntary and little recognized charity, unassuming some remarkable acts of humanity, courage and self-sacrifice. Unfortunately the narrative will do little to help bring the Brigade into the limelight as it deserves. It is a kindly but uninspiring portrait of an organization whose services are often taken for granted and which is frequently overshadowed by those charities who have realized the potential of glamorous fundraising. It is a pity that the book is so unimpressive.

Operation Raleigh - The Start of an Adventure (Collins £9.95. 0 00 217624 6) is the first of four books planned by John Blashford-Snell, charting the progress of Operation Raleigh, an ambitious transglobal expedition for young people of all nationalities, lasting four years. Here he follows the planning, fundraising and selection of participants through to the epic adventure itself and some of the projects that were undertaken in the first year. It is a warm, lively account complemented by superb colour photographs and brimming with humour and excitement in the best Indiana Jones tradition. It will leave readers with an unfulfilled streak feeling woefully unfulfilled.

Janette Wolf

Cat's cradle

Cat Chaser. By Elmore Leonard (Viking £9.95. 0 670 8127 0). Living a relatively contented life running a motel, and free of a suffocating marriage, George Moran is plagued by thoughts of the revolutionary sniper he encountered 16 years ago. A combination of curiosity and a strangely disturbing premonition gradually draw him back to Dominica. The prize he wins there is the source of immense happiness, and yet it draws him into the criminal fraternity of Miami Beach.

An almost unbearable feeling of tension infuses this impeccably written work, which lessens only as the plot moves to its climactic and unexpected end.

Susan Hoagland

Portly views

G K Chesterton: A Half Century of Views. Edited by D J Gordon (Oxford University Press £15.00. 0 19 212280 6). This richly varied collection of more than 50 "views" on the portly Chesterton's life and work will surely fuel the present revival of interest. The contributors include Ronald Hoar, Graham Greene, Kingsley Amis, W H Auden and Katherine Williams. Chesterton's essential Englishness, his Catholicism, his original thought, and to such advantage in both Essay and Further Brown stories, are all highlighted. So too, are his legendary absurdity, his kindly sense of humour and his Cobble-like charm of the poor.

Chronicles

The Rector and The Doctor's Faith. by Mrs Oliphant (Virago £3.50). In a valuable volume are two parts of the author's "Chronicles of Coldingham". A splendid introduction by Professor Fitzgerald puts the case for the importance of the chronicles. The volume of *The Rector* (Virago £3.95), published simultaneously, again with a Professor Fitzgerald introduction. Only two novels (at least) to go.

De anima

Aristotle's *De Anima* (translated by Hugh Lawson-Tancred, Penguin £3.95) is a major text in Western philosophy, dealing with the philosophy of perception, motivation and intellect in all living creatures. Hugh Lawson-Tancred's introduction situates the text in its historical context and relates it to modern psychology, up to the modern era. It is a reader through a somewhat difficult text.

Classified Advertisements

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ilea Working in Education

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS

Primary

Torquay St Saviour's and All Saints C of E Aided Primary School
Barton Road, Torquay, TQ1 4DN. (Roll 183)
Headteacher - Group 4: 218,087-218,437

Required September 1987. Applications are invited from suitably qualified and experienced teachers, committed and practising communicative members of the Church of England. Further details and application forms (foolscap size) from the Clerk to Governors, Mrs R. Ives, 24 Newton Road, Torquay. Closing date 10 April 1987.

★ ★ ★ ★ ★ ★ ★ ★

DEPUTY HEADTEACHERS

Primary

Talsnought, Our Lady and St Patrick's RC Aided Primary
Fourth Avenue, Talsnought TQ14 9DT.
(Roll 155)

Deputy Head - Group 4
Required September 1987. Suitably qualified and experienced applicants should hold the Catholic teachers' certificate of Religious Education and be practising Roman Catholics. Closing date 3 April 1987.

Torquay, Homelands County Infants School
Warbro Road, Plainmoor, Torquay, TQ1 3PS.
(Roll 79 + nursery)

Deputy Head Teacher - Group 4
Required September 1987. Experience with young infants preferable. 26 place nursery attached. Closing date 3 April 1987.

Paignton, Sacred Heart RC Aided Primary School
Cecil Road, Paignton, TQ3 2SH. (Roll 226)

Deputy Head Teacher - Group 4
Required September 1987. A committed Catholic who holds a Catholic teachers' certificate, and is keen to make a significant contribution to all aspects of school life. Please indicate curriculum strengths and interests.

Previous applicants will be reconsidered without further application. Closing date 3 April 1987.

★ ★ ★ ★ ★ ★ ★ ★

SCALE POSTS

Primary

Holworthy, C of E Primary School
Holworthy Ex22 6HB. (Roll 195)

Scale 2
Required from September 1987 a teacher to be responsible for a small unit of statemented children aged 5-11 years, within this market town primary school. Closing date 10 April 1987.

Plymouth, Montpelier Junior School
Beaconsfield Road, Beacon Park, Plymouth PL2 3HN. (Roll 430)

Scale 2 - Creative Arts
Required for Autumn term 1987 an experienced and enthusiastic teacher to take charge of the development and co-ordination of Creative Arts throughout the school. Closing date 3 April 1987.

(11319)

DEVON

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★ Temporary housing may be available.
★ Generous relocation expenses in approved cases.

HEADSHIP

POWELL-CORDEROY FIRST & MIDDLE SCHOOL
Longfield Road, Dorking, RH4 3DF.
NOR (January 1987) 161.

HEADTEACHER required for September 1987 for this Group 4 Voluntary Controlled (Foundation) First and Middle School for pupils aged 5-12 years.
Salary scale £12,720 - £14,175 p.a.

Application forms and further details from the South East Area Education Officer, 123 Blackborough Rd, Reigate, RH1 7DD. Tel: Rehill 7493 ext 4416.
Closing date: 3 April 1987.

(11488)

PRIMARY HEADSHIPS

continued

NORTHAMPTONSHIRE

WEECON LOIS C.E. PRIMARY SCHOOL
Woolton Lane, Towsthorpe, Northants, NN12 8PP

APPOINTMENT OF HEAD TEACHER - GROUP 1

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher for the above primary school. Number on roll at present 24. The vacancy arises from the resignation of the present Head Teacher to take up a post in a senior position in the Authority.

The appointment is for September 1987.

Closing date - April 3rd.

Details and application forms (A4 size) available from the County Education Officer (Mr. M. H. Northampton NN1 2HX.

Northamptonshire welcomes applications from teachers of all ethnic origins and disabilities. 110010 100501

STAFFORDSHIRE

STAFFORDSHIRE C.E. (A) PRIMARY SCHOOL
Yasall Road, Newborough, Mr. Burton-upon-Trent ST13 8BU

Application forms and further details may be obtained from the County Education Officer, 22 North Street, Stoke-on-Trent ST1 1BB. Tel: 0930 421177. Required from September 1987.

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher for the above primary school. Number on roll at present 24. The vacancy arises from the resignation of the present Head Teacher to take up a post in a senior position in the Authority.

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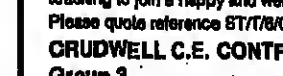
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Holworthy Ex22 6HB. (Roll 195)

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Required from September 1987 a teacher to be responsible for a small unit of statemented children aged 5-11 years, within this market town primary school. Closing date 10 April 1987.

Plymouth, Montpelier Junior School
Beaconsfield Road, Beacon Park, Plymouth PL2 3HN. (Roll 430)

Scale 2 - Creative Arts
Required for Autumn term 1987 an experienced and enthusiastic teacher to take charge of the development and co-ordination of Creative Arts throughout the school. Closing date 3 April 1987.

(11319)

SCALE POSTS

Primary

Holworthy, C of E Primary School
Holworthy Ex22 6HB. (Roll 195)

Scale 2
Required from September 1987 a teacher to be responsible for a small unit of statemented children aged 5-11 years, within this market town primary school. Closing date 10 April 1987.

(11319)

PRIMARY HEADSHIPS

continued

NORTHAMPTONSHIRE

WEECON LOIS C.E. PRIMARY SCHOOL
Woolton Lane, Towsthorpe, Northants, NN12 8PP

APPOINTMENT OF HEAD TEACHER - GROUP 1

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher for the above primary school. Number on roll at present 24. The vacancy arises from the resignation of the present Head Teacher to take up a post in a senior position in the Authority.

The appointment is for September 1987.

Closing date - April 3rd.

Details and application forms (A4 size) available from the County Education Officer (Mr. M. H. Northampton NN1 2HX.

Northamptonshire welcomes applications from teachers of all ethnic origins and disabilities. 110010 100501

STAFFORDSHIRE

STAFFORDSHIRE C.E. (A) PRIMARY SCHOOL
Yasall Road, Newborough, Mr. Burton-upon-Trent ST13 8BU

Application forms and further details may be obtained from the County Education Officer, 22 North Street, Stoke-on-Trent ST1 1BB. Tel: 0930 421177. Required from September 1987.

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher for the above primary school. Number on roll at present 24. The vacancy arises from the resignation of the present Head Teacher to take up a post in a senior position in the Authority.

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★ ★ ★ ★ ★ ★ ★ ★

SCALE POSTS

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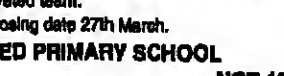
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Beaconsfield Road, Beacon Park, Plymouth PL2 3HN. (Roll 430)

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(11319)

DEVON

COUNTY COUNCIL
EQUAL OPPORTUNITIES
EMPLOYER



★ FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
★ Temporary housing may be available.
★ Generous relocation expenses in approved cases.

HEADSHIP

POWELL-CORDEROY FIRST & MIDDLE SCHOOL
Longfield Road, Dorking, RH4 3DF.
NOR (January 1987) 161.

HEADTEACHER required for September 1987 for this Group 4 Voluntary Controlled (Foundation) First and Middle School for pupils aged 5-12 years.
Salary scale £12,720 - £14,175 p.a.

Application forms and further details from the South East Area Education Officer, 123 Blackborough Rd, Reigate, RH1 7DD. Tel: Rehill 7493 ext 4416.
Closing date: 3 April 1987.

(11488)

SCALE POSTS

Primary

Holworthy, C of E Primary School
Holworthy Ex22 6HB. (Roll 195)

Scale 2
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Holworthy Ex22 6HB. (Roll 195)

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(11319)

PRIMARY HEADSHIPS

continued

NORTHAMPTONSHIRE

WEECON LOIS C.E. PRIMARY SCHOOL
Woolton Lane, Towsthorpe, Northants, NN12 8PP

APPOINTMENT OF HEAD TEACHER - GROUP 1

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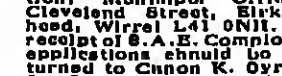
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SCALE POSTS

Primary

Holworthy, C of E Primary School
Holworthy Ex22 6HB. (Roll 195)

Scale 2
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(11319)

DEPUTY HEADSHIPS

continued

NORTHAMPTONSHIRE

WEECON LOIS C.E. PRIMARY SCHOOL
Woolton Lane, Towsthorpe, Northants, NN12 8PP

APPOINTMENT OF HEAD TEACHER - GROUP 1

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★ ★ ★ ★ ★ ★ ★ ★

SCALE POSTS

Barking & Dagenham

LONDON BOROUGH

APPOINTMENT OF NEWLY-QUALIFIED TEACHERS

The London Borough of Barking and Dagenham will have a number of Scale 1 vacancies in primary schools for students who complete their courses this year and who will be seeking posts for September 1987.

Situated on the North Bank of the Thames, a few miles to the east of Central London we are conveniently located for the City and West End within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.

Among the many benefits we can offer are:

- * 100% removal expenses payable to teachers moving to the area to take up permanent appointments.
- * special consideration for temporary Council accommodation (for up to a year).
- * £1,215 per annum Inner London Allowance.

Application forms and further details are available from the Chief Education Officer, Town Hall, Barking, Essex (S.A.E.).

Applications should be made as soon as possible.

PRIMARY TEACHING VACANCIES

A number of Scale 1 vacancies exist as from April 1987 or sooner if possible. Applications are welcome from newly qualified or more experienced teachers, possibly those wishing to re-enter the profession after a period of absence. Temporary or permanent posts available. £1,215 per annum Inner London Allowance. 100% reimbursement of removal expenses payable to teachers moving to the area to take up permanent full-time appointments.

Application forms from the Chief Education Officer, Town Hall, Barking, Essex (S.A.E.), returnable as soon as possible.

An equal opportunity employer.

(11484)

PRIMARY EDUCATION

continued

BERKSHIRE

CLEVER GREEN C.E. PRIMARY SCHOOL
Hartley Lane, Windsor, Berks.
Tel: Windsor 44444
Required April 1987, on a full-time basis. The class teacher for children in the 4-7 group. Christian commitment essential. This is for a one term temporary appointment. Applications to the Headteacher by 31st March 1987. Closing date: 31st March 1987. 110022

BROMLEY

ST VINCENT'S R.C. PRIMARY SCHOOL (AIDS)
Hertford Road, Mottisham, London SE8 4JL
Tel: 01-857 5134
For September 1987, teacher for Lower Juniors Scale 1. Applicants should be practising Roman Catholics. Application forms and further details available from the Headmaster by 31st March 1987. 110022

BROMLEY

HAWES DOWN JUNIOR SCHOOL
The Meadow, West Wickham, Kent BR4 0AA
Tel: 01-857 4444
For April 1987 (own full-time teachers for: 1st Year Junior, 2nd Year Junior).

Temporary appointments for summer term only. Application forms available from the Headmaster by 31st March 1987. 110022

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
EDUCATION DEPARTMENT
MILTON KEYNES AREA
ST MARY MAGDALENE RC SCHOOL
Ardwell Lane, Grendley, Milton Keynes MK12 6AY
Required for September 1987 a teacher to join the staff of this developing school. Scale 1. Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area. Application forms are available from the Headmaster, on receipt of an A5 stamped addressed envelope. 110022

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
EDUCATION DEPARTMENT
MILTON KEYNES AREA
MILTON KEYNES COMBINED SCHOOL
1 Plummer's Boulevard, Plummer's, Milton Keynes MK6 6LB
Two vacancies for flexible and co-operative teachers are available from September 1987. Scale 1. Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area. Application forms and further details are available from the Headteacher, on receipt of an A5 stamped addressed envelope. 1007711 110022

CROYDON

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
WEST THORNTON PRIMARY SCHOOL
Rosedale Road, Croydon CR0 3BB
Tel: 01-684 3497

A teacher with particular interest in Language. Opportunity is required to join the staff of this school, working with children aged 4 to 6 who have Special Educational Needs resulting from their communication difficulties.

Salary: Scale 1 Special School's Allowance. Tenure: 8th April 1987. Please contact P.J. Westlake, Head Teacher, for further details.

Closing date: Applications as soon as possible. 1068651 110022

CROYDON

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
CASTLE HILL JUNIOR SCHOOL
Oxley Drive, New Addington, Croydon CR0 0BJ
Tel: 0688 43148

A Temporary teacher is required for one term for 2nd Year Juniors.

Please apply directly to the Head Teacher. Salary: Scale 1. Tenure: 27th April 1987. 1068653 110022

DORSET

ST MARY'S VOLUNTARY R.C. COMBINED SCHOOL
Pole Road, Poole BH15 3QD
Age range 5-12
Required, September 1987, General Class Teacher for the first school. Applicants should be practising Catholics. Application forms and further details from the Headmaster on receipt of S.A.E. 1004151 110022

ENFIELD

LONDON BOROUGH OF ENFIELD
ST JOHN & ST JAMES C of E PRIMARY SCHOOL
Grove, St. Edmund N18 2TL
Roll 270
Required September 1987, Scale 1 teacher for this group Primary School. Applicants should be interested in and willing to be involved with the whole of the Primary age range and should be practising Christians. Please state whether you are an experienced teacher or are seeking first appointment from within applications are welcomed. This is a happy school, housed in a modern building and is convenient for shops and transport. London Allowance, £785. Application forms (S.A.E.) obtainable from, and to be returned to, the Headmaster at the school as soon as possible. An equal opportunity employer. 1003261 110022

HAVERING

LONDON BOROUGH OF HAVERING
ST MARCOS C of E M & F SCHOOL
Havering Drive, Romford RM14 4BQ
Tel: Romford 46971
Headteacher: Mrs M.I. Reeves
Required for September 1987, an enthusiastic teacher, Scale 1, committed to an integrated day approach in a semi-open plan school. Please state curriculum interests. The vacancy will initially be in the Junior part of the school. A practising Christian, preferably of the Anglican faith, is essential. Newly qualified are welcome. Application forms are available from the Director of Education, 379/383 High Street, Stratford, London E15 4RD. 110022

HERTFORDSHIRE

COATES WAY SCHOOL
Coates Way, Dorseton, Bedfordshire
Required for September 1987, a teacher for the Nursery Unit. Salary allowance £205. Visits welcomed. Apply by letter to Headmaster giving curriculum views and references. 1087893 110022

HERTFORDSHIRE

ALTON HILL JUNIOR SCHOOL
Weston Way, Stevenage SG1 3EP
Tel: Stevenage 351534
Headteacher: Mrs P. Ellis
Required for September 1987, a highly motivated and suitably qualified teacher. An ability to work with a curriculum with a curriculum vision and the ability to address the needs of the headteacher. Closing date April 6th. 1005451 110022

HERTFORDSHIRE

HEARTWELL JUNIOR SCHOOL
Panters Lane, Welwyn Garden City
Tel: 107071322817
Required for September 1987, of the first for Junior, Scale 1, plus London Fringe Allowance £205. An interest in and a vision of the following would be an advantage: Art, CDT, Games, Music, Science. Application forms and further details from the Head at the school (see above). Closing date April 6th. 110022

PRIMARY TEACHERS (SCALE 1) REQUIRED FOR APRIL 1987

Applications are invited from enthusiastic NEWLY QUALIFIED AND EXPERIENCED TEACHERS who are seeking the opportunity to work with children in the 4+ to 11 age range in a lively and caring Authority, and to play an active part in the education service it provides. Having offered excellent professional support for its teachers in all stages of their careers, including on average 100 in-service courses each term, in addition, NEWLY QUALIFIED TEACHERS are released from their teaching commitments for one session per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their professional period.

Havering, one of the largest London Boroughs, is well placed on the edge of the Essex countryside and yet within easy reach of London, and all its facilities, to which there is a easy access via public transport, both road and rail.

London Weighting £795 per annum.

Application forms are available (see please) from the Director of Educational Services (Ref: STAFFING/DHT), Mercury House, Mercury Gardens, Romford, RM1 3DR. Please state whether newly qualified or experienced so that you may be sent the appropriate application form.

Havering

TEACHERS

Are you a qualified teacher? Do you want to help in the development of the Multi-Ethnic Community of Newham?

Then why not apply for a post as a Supply Teacher in our Schools. You will earn between £39 - £61 a day (depending on your experience and qualifications) and if you have been out of teaching for a while, it's a good way to re-start your career. These posts are however, not suitable for probationers.

If you are looking for a permanent appointment, please consult the Education Press for posts advertised by Newham or contact us for details of what is available.

There are opportunities for staff willing to work upon the basis of job sharing.

The Borough is particularly keen to ensure that members of the ethnic minority groups are well represented in our teaching force. We therefore would particularly welcome your application if you are from an ethnic minority background.

Newham welcomes applications from teachers at any time for full or part-time posts for which they are suited by their qualifications and experience.

Application forms available from the Director of Education to whom completed forms should be returned as soon as possible.

Education Offices, 379/383 High Street, Stratford, London E15 4RD

An Equal Opportunity Authority



PRIMARY POSTS

BRAMPTON INFANT SCHOOL

Masterman Road, London E6
Head Teacher: Mrs S. A. Collocott
Number on Roll: Approx. 220 + 60 place Nursery
Required September 1987

Audio Visual Aids and Resources

Scale 3
Enthusiastic teacher needed to be responsible for all A/V aids in the school including the micro-computer. Also to be responsible for the resources room.

Required as soon as possible

Art and Display

Scale 2

Required April 1987

2 Infant Class Teachers

Scale 1

2 good, enthusiastic infant teachers required. Would be very suitable for probationers.

BRAMPTON JUNIOR SCHOOL

Masterman Road, London E6 3LB
Head Teacher: H. C. Potten
Number on Roll: 313
Required April 1987

Special Needs Consultant

Scale 2

An experienced and enthusiastic class teacher. The post will involve consulting with and advising class teachers over children with special learning difficulties, usually in language.

ELMHURST INFANT SCHOOL

Upton Park Road, London E7 9PD
Head Teacher: Mrs J. Woods
Number on Roll: 280 + 90 Place Nursery Unit
Required April 1987

Nursery Teacher

Scale 1

An enthusiastic nursery teacher required to be responsible for one class in the nursery unit. Must be able to work as part of a team and be committed to a multi-racial community.

Required April 1987

Nursery Teacher

Scale 2

An enthusiastic teacher to take responsibility for the development of resources in the nursery department of this multi-cultural school.

Social Priority Allowance

ESSEX PRIMARY INFANT AND NURSERY SCHOOL
Shoridan Road, London E12 6QS
Head Teacher: Mrs M. T. McLean
Number on Roll: 170 + 60 part-time Nursery
Required April 1987 or as soon as possible.

Music and or Drama and Movement

Scale 2

HALLSVILLE INFANT SCHOOL
Radland Road, London E16 1LN
Head Teacher: Mrs D. I. Baine
Number on Roll: 170 + 60 part-time Nursery
Required as soon as possible.

Library

Scale 2

Enthusiastic infant teacher to be responsible for the school library. An interest in running a school bookshop would be an advantage.

Required as soon as possible

AYA

Scale 2

Enthusiastic infant teacher to be responsible for audio visual aids throughout the school.

Social Priority Allowance

KEIR HARDIE INFANT SCHOOL

Edwin Street, London E16 1PZ
Head Teacher: Mrs H. Brooks
Number on Roll: 100
Required as soon as possible.

Nursery Teacher

Scale 1

An enthusiastic energetic teacher required to lead the Nursery Team (self + 2NNEB) in the 30 place unit attached to this school. Applicants should be able and willing to work well as a member of a committed team and contribute to curriculum development. Required as soon as possible.

Infant Teacher

Scale 1

A caring and enthusiastic teacher required to be responsible for a 1st and 2nd year infant class.

Required as soon as possible

Mathematics, although other specific curriculum areas would be considered.

Scale 2

A caring and enthusiastic teacher required to be responsible primarily for a class, and in addition to take responsibility for mathematics throughout the school.

Other specific curriculum areas would be considered.

Social Priority Allowance

MARYLAND INFANT SCHOOL

Corney Road, London E15 1SL
Head Teacher: Mrs J. L. Jones
Number on Roll: 140 + 80 part-time Nursery
Required April 1987 or as soon as possible.

Class Teacher

Scale 1

Enthusiastic class teacher to join friendly staff in a well equipped school.

Social Priority Allowance

PORTWAY JUNIOR SCHOOL

Stratford Road, London E1J
Head Teacher: Mr C. Jameson
Number on Roll: 206
Required April 1987

Curriculum Liaison

Scale 2

Energetic, enthusiastic teacher, wishing to gain experience across the whole curriculum range. Opportunity to work in supportive, liaison role to curriculum co-ordinators of Language, Mathematics/Science, and Resources/Project Management.

Commitment to Borough anti-racist and anti-sexist policies essential.

Previous applicants will be considered.

SCOTT WILKIE PRIMARY SCHOOL

Holids Close, London E16 3HO
Head Teacher: Ms V. J. Pearce
Number on Roll: 350 + 60 place Nursery Unit
Required April 1987



London Allowance £1,215
Application forms and further particulars (S.A.E. please) are available from the Director of Education, Education Offices, 379/383 High Street, Stratford, London E15 4RD to whom completed forms should be returned by 31st March 1987.
An Equal Opportunity Authority

CLASS OF 87?

Haringey

PRIMARY TEACHERS

We will have a variety of Nursery/Infant and Junior Scale 1 Appointments in September for newly qualified teachers.

We offer you:

- A secure start to your career in a progressive and supportive Authority
- Planned induction courses and extensive in-service training
- Among the best pupil-teacher ratios in the country
- Visits to schools to ensure you start your career in the one that's right for you
- Possible assistance with finding accommodation
- Full Inner London Allowance

For application form and further information please contact Haringey Education Service, 48 Station Road, Wood Green, London N22 4TY, telephone: 01-881 3000, ext. 3147. Applications should be returned by 3rd April 1987.

Haringey is an equal opportunity employer. We wish Haringey teaching staff to reflect the rich diversity of the local community.

(10419)



OF

ON SCHOOL
Read, 8tubblington,
to
1st September 1957
TSACHER - GROUP
stampe0 addressed
to the Area Educ-
Officer, Foreham/
Education
Welpole Road Cou-
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Ship

High School

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of Ipswich.
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their applications
effect.

House, County Hall,
Completed forms should be
(03390)

County
Council

The coat of arms of the County of Durham, featuring a shield with a central tree, a lion on the left, and a bear on the right, with a crown above.

UPON TYNE
PREHENSIVE
OLIC GIRLS
(Group 11)
Upon Tyne NE4 9YH
173
September 1987 from

HIP
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Church is required for this
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PSHIRE
COMMITTEE
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DARY SHIP

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Cleobury Mortimer
(oup 8)

Application Form
from:
Application Officer,
Agent, Shirehall,
3Y2 6ND.
1987.
11/1987

100

Closing date: Friday 10th April, 1987.

Regional Director of Social Work, Holmwood,
Channells Hill, Westbury on Trym, Bristol BS9 3HT
Closing date 3rd April 1987.

Please contact the Clerk to the Governors at the school for further information.

tion forms and job descriptions from the
National Director of Social Work, Hohnwood,
Hills Hill, Westbury on Trym, Bristol BS9 3NF
date 3rd April 1967.

osing date for applications is 3rd April 1967

Closing date: Friday 10th April, 1987.

keep them!)

AT to:
books

Oliver and Boyd's *Reading 2000* is designed for the 7 to 11-plus age group. It promises resources for "a complete reading curriculum" for juniors. The materials available for review were a set of lovely Topic Readers at four levels to promote the development of

She draws on the work of Don Holdaway (1979) in pre-school literacy. She asks teachers to be sympathetic to the notion that "children arrive in school with different valid experiences of learning and using language". The core of reading resources from the programme are described as "real books from the start" and include

Angela Anning is a senior lecturer at the College of Ripon and York St John.

MARGARET MEEK


dren's progress or "development" in ways derived from psychological normative testing. *Basic, intermediate*

single words as long as they can be
assured that both are regarded as
necessary parts of the reading process.

Day of reckoning



A cartoon by Maceo. In the foreground, a man with glasses and a ponytail is sitting at a desk, reading a book. He has a thought bubble above him showing a large whale. To his right, a woman is sitting at a desk, looking at a book. She has a thought bubble above her showing a man standing on a scale, with an arrow pointing to the number 10. The cartoon is signed 'MACEO' in the bottom left corner.



Moira McKenzie

ADVISER: MOIRA McKENZIE

The Journeys programme includes a fascinating range of material – stories, poems, riddles, limericks, songs, plays, records, reports, interviews, directions, instructions often arranged in ‘topic’ themes.

Please telephone 0484 607080 to arrange
representative to call to demonstrate Jomax.

Please telephone 0484 607080 to arrange for our representative to call to demonstrate Journeys.

Name School

Address

HUTCHINSON EDUCATION

What we now need is a more realistic and better description of how children see reading as something to be learned, and what they actually do when they engage with a text. We have some studies but many more are needed. We would then probably find that although some procedures may be generalizable, many children's understanding is singular and unpredictable.

The next generation of teachers will, I hope, be impressed by the notion of functional literacy. I am unable, as well as unwilling, to define, suggest or acknowledge a specific acceptable standard of literate competence to be reached by pupils leaving school. It is impossible to guarantee a measure of schooled literacy, which will serve everyone's needs in adulthood in a world so full of changing information and the constantly renewed technology devised to deal with it. We have to begin by offering all children the widest possible scope for reading and writing across a full range of interests and activities, so that they can grow to use their skills for their own purposes and intentions.

Unless we do this, we are always defining literacy by their own terms, again, as now, we shall blame the victims of our own restrictions.

The literacy studies of young teachers begin not in college but with their own, alternate development and in the contemporary social contexts of reading and writing, including the electronic media, especially television.

culture. But there isn't nearly enough money available for these good books to appear in sufficient numbers in the schools which need them most. Here can teachers offer an "apprenticeship" mode of learning to read. In the Waterland's terms, if there are no books to share? A straightforward answer to demands for better teaching is better books and less "reading material."

But the fact remains that children do not all begin their literate lives with the same prospect of success, and the method of teaching reading, by itself, redeems that situation. School-where reading is tested as self-taught. We know that tests become self-fulfilling prophecies about both teachers and pupils and are tested measures of social functioning. Children's reading scores predict the future. I hope that the next generation of reading teachers will look carefully at what constrains their best efforts and plead at once for the abolition of the testing of seven-year-olds. For some teachers and many children, especially those whose previous reading experience has been negative, is a great threat, to a possible start. So, in the matter of literacy school, as in many others, the next months may show whether we move forward or back.

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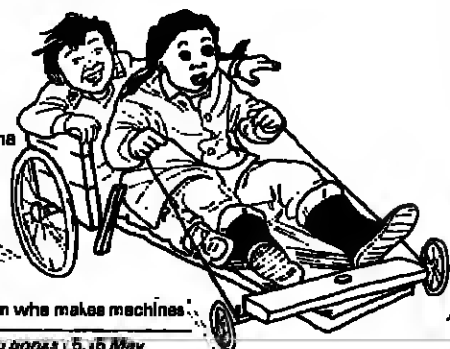
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The secondary school connection

Pleasure period

COLIN OSBORNE

In the primary school, reading development is an immediate concern to staff but in the secondary school both reading development and reading often occupy a less important place in the curriculum. After the publication of the Bullock Report the ILEA Inspectorate asked all secondary schools to consider its implications. At Forest Hill School we were concerned at the lack of reading both within the curriculum and at home by pupils and a working party was set up to look at ways of raising reading standards in the school. The working party included staff from all departments and the school librarian.

The working party decided to divide reading into the three areas: learning to read, reading to learn, and reading for pleasure and to consider the latter area first, as it was thought that an increase in the pupils' voluntary reading would lead naturally to an increase in the reading skills required in the curriculum. While reading for pleasure was being considered by the working party, Forest Hill School became one of the trial schools for "The Effective Use of Reading Project" and through this project, and associated school-based INSET, many of the strategies developed in the Project have been incorporated in the curriculum. At the same time, also in response to the Bullock Report, the Special Needs Department moved away from a system of Remedial Forms to one of extraction in small groups, from mixed ability forms, according to need (up to a maximum of a quarter of the timetable in cases of severe need). There is also some in-class support across the whole literacy range — reading, writing, and spelling. The working party thus decided to concentrate its efforts on the area of reading for pleasure.

Initially the working party mooted the reading ages of all boys in the school (using the Gapadot test), the reading levels of a 10 per cent random selection of books from the school library (using standard readability measures), and carried out a replication of the survey by Lunzer and Gardner

(The Effective Use of Reading, 1979). These surveys showed that little reading was done in the classroom, that the library stock did not adequately cater for those boys of low reading age, and that for many boys reading for pleasure was not a cultural norm.

The working party suggested having a daily reading-for-pleasure period and the staff voted unanimously for its introduction, even though this would mean a reinvestment of time by all departments in the school. There was then a considerable amount of discussion and negotiation between staff unions and management as to how the school day should be arranged and the teacher/pupil contact time preserved as previously. It was finally agreed to have a 35-minute reading period after lunch four days a week. This time was made up by shortening the other double periods by 5 or 10 minutes and by taking 5 minutes from lunchtime. Since its inception, changes have been made to both the length of the school day and the pastoral system in the school. At present the Reading Period lasts for 25 minutes 4 days a week within a horizontal year tutor-group system divided into 4 houses.

The school librarian became an essential part of the scheme since she had radically to increase the number of fiction books in the library to provide a box of about 75 books appropriate to the reading levels of each group of 30 pupils. The librarian and her assistant have proved invaluable in helping in running the scheme in a way that often the boys' own tutors could not. The boxes may be changed at any time, although on occasions each tutor group has the library to itself in either tutor period (morning) or reading period (afternoon) to choose a new box. Boys may also visit the library during reading period to select a new book. Books need not be selected from the book boxes. Pupils are encouraged to bring in books from home, to read

magazines or newspapers, but are not allowed to do written work. Since the introduction of the scheme the school has held an annual Book Fair where pupils are given approximately £2 each to purchase books for their book box. This money is raised by the school's fund raising committee and the Fair has given a welcome impetus to the scheme.

Parents are given feedback in reports on the level of reading ability and attitudes to reading. Parents of first-year boys in particular are encouraged to become interested in the children's reading and are given advice and encouragement to hear their boys read even before they join the school. Poor readers are catered for by a provision of easy readers, by detailing some of the additional staff to listen to their read and by the provision of taped stories that the poor readers can follow. This is in addition to the normal remedial support provision. Other activities include readings and storytelling by experienced members of staff, reading-related activities on the schools' computer network, and the involvement of senior pupils in helping poor readers develop their skills.

The scheme is monitored in several ways. Not infrequently the annual Gapadot test of reading age of every pupil in the school is statistically analysed by a member of the mathematics department. This has shown that the average reading age of a child in the school increases from year to year by a significant degree.

The Reading Period has become an accepted part of the school day at Forest Hill — indeed it would now be difficult for the staff and boys to imagine a day without it. The range of material read has surprised and delighted many staff and has led to a greater awareness of the value of books in learning and a massive increase in their use.

Dr Osborne is head of secondary science at Forest Hill School.

Invariably?

Resources for Reading: Does Quality Count? Edited by Betty Root. Macmillan £9.95. 0 333 41773 9.

Any conference proceedings are bound to be diverse but the reader who approaches this book with the expectation of a coherent answer to the question in the title will be disappointed. The volume is really a UKRA miscellany, only loosely held together by its stated theme, and in which the divisions between diametrically different views of the learning and particularly the teaching of reading are immediately apparent.

In her opening contribution, "In Defence of Reading Schemes", Betty Root chooses to widen the gap between the different factions rather than closing it by her polemical presentation of the pro and anti reading scheme

positions. Her stance is at any rate clear: "Currently the 'experts' are intent on causing confusion and disruption and in doing so all they are achieving is an undermining of teachers' confidence... It is totally irresponsible to denigrate teaching techniques which invariably have been found to achieve the required goals." Raising an eyebrow at the tone of this, which is less than charitable to some of the contributors to the book itself, and especially at the word "invariably" — isn't this an extraordinary claim? — one takes issue finally with the content of the statement. This account of what has been going on in reading schemes, simply, inaccurately, isn't it on the whole teachers who have been leaders in the move away from scheme-based instruction?

Cliff Moon and Jill Bennett's key contributions were made when both were teaching in schools. Their work, and Liz Waterland's equally important pamphlet *Read With Me*, have reached more people than any academic textbook, and are now having an observ-

able influence on publishers' lists. One is tempted to conclude that what we are witnessing is, in essence, the rejection of a particular brand of "expertise".

Certainly it is "experts" who predominate in this collection of papers. The most readable contributions are those which address themselves directly to the issues that Betty Root raises. Ralph Lavender writes as powerfully as ever about the role of story in the education of the emotions, while Cliff Moon, in a closely and cleverly argued history of recent reading history, offers a series of telling, parodies of primaries.

Elsewhere in the volume there is an informative piece on modelling and mopping comprehension by Sue Sheldrake, but the most consistently interesting section is the one on writing, which contains chapters by Margaret Peters and Bridget Smith and several helpful references to the role of the word processor in writing in the primary school.

Myra Bates

57 varieties

Games to Develop Reading Skills. By Jim McMichael. Edited by Michael NARE Publications: £1.20.
Word Quest. By Michael Thompson. Learning Development: Aids £3.75.

One of the standard disagreeable things which children have to learn is that they are not allowed to become literate until they have run the gauntlet of phonic blends, syllabification, suffixes, components and word attack skills, to name but a few of the expert-devised concepts which surround — nay encumber — the teaching of reading. At the same time, these were

lately wisdom of those who know about such things, we can do it through games.

Games to Develop Reading Skills has, in this third edition, various additions and improvements. The 57 reading games it describes are now grouped according to the skills they practise, and there are some new sections including those on sight vocabulary and word attack skills. There is also a new comprehensive and annotated list of commercially available games.

"The games themselves range from simple movement activities to help the child to become aware of his body image and spatial awareness, to quite complicated treasure hunts and codes for which cards need to be prepared. The introductory part of the book is sensible and should be studied, particularly the various cautionary paragraphs about the limitations of games.

Word Quest is an adventure game book. The reader is taken, in each

numbered paragraph, a problem which she must solve before moving on to the next. A correct answer brings progress, a wrong one brings a terrible fate — having one's throat cut by the Mad Consonant Dog is a typical hazard. The ingredients of the adventure come from the familiar genre which includes wizards, swamps, monsters and magical happenings. Although intended for pupils with reading and spelling problems, the whole task calls for quite sophisticated reading and comprehension skills and is thus best used by older children who do not have specific problems, and is not intended for, nor indeed intended to be used by, young children who are learning to read. A wide variety of spelling rules is covered, and the game itself will probably appeal to many children. A separate explanatory booklet for parents and teachers is included.

Gerald Haigh

Letters from America

MARY JANE DRUMMOND

Literacy in American schools: Learning to read and write. Edited by Nancy L. Silva. University of Chicago Press £21.25. 0 28 717776. £9.25. 71778 4.

The consensus seems to be growing that our schools are in deep trouble... Relax, relax! This is not another philippic from the teacher-bashing Right, but the opening paragraph of a serious collection of essays about literacy in American schools. The book is devoted to answering some of the questions that are keeping our colleagues in the States awake at night: for example, from the introduction: "Why are we experiencing difficulty teaching our children the pre-requisite skills necessary to understand and produce text? Why has such an important area become so problematic? Good questions; and there are plenty more inside, as the nine authors write to their themes: but I'm not sure about the quality or availability of the answers.

There is a short research paper by Isabel Beck and Margaret McKeown, for example, that offers us the news that if you give children better preparation for understanding a story they are just about to read, they understand it better. George Hillocks Jr has a more statistical approach: his analysis of more than 500 reports of classic pre-test/post-test experiments in the field of literacy reveals that "the environmental mode of instruction is



"Which card is the queen?" "The witch and her cat flew on the broomstick." — drawings from *The Which Word?* Picture Dictionary by Barry Johnson, with illustrations by Dabbo (Basil Blackwell £4.95 and £2.95)

over four times more effective than the traditional presentational mode, and three times more effective than the natural process mode". The careful reader notes the triple use of the defining "the", and, in search of a definition of effectiveness, learns that Hillocks has excluded from his survey all studies that did not score students' compositions along a scaled continuum.

Judith Langer, reviewing 10 years of reading and writing studies, throws up some alarming facts and figures: one study shows that at age 9, 81 per cent of students claim to enjoy reading "very much"; by age 17, only 42 per cent still claimed to do so. Another study reports that although 44 per cent of observed lesson time was devoted to writing, only 3 per cent of classroom time was spent by students writing a full paragraph or more. By contrast, a study carried out in 1983 showed that 19 per cent of available instruction time in secondary schools was devoted to testing. Is that an answer or a question?

Charles Perfetti tries to find a compromise position between a decoding definition of reading ("Reading is the translation of written elements into language") and a thinking definition ("Reading is thinking guided by

print"), and comes down heavily on the side of the decoders: "It is hard to imagine a more misleading metaphor for reading than the one that invites us to think of it as a guessing game." Later, as he contends that there is no need to choose between teaching comprehension and teaching decoding, since both can be practised together, he reveals, perhaps unconsciously, his contempt for the whole notion of purpose in reading. "Text materials can be designed to give practice at word identification and comprehension at the same time", I dare say they can, but Perfetti does not pause to consider why children should choose to, or be obliged to, read such texts. Whichever happened to books?

The most exciting paper in the collection is by Sylvia Scribner, who argues effectively that individual literacy only exists in a context of social literacy, and that the search for the meaning of literacy is an enterprise of social analysis, not a quest for static and universal standards.

She explores three possible metaphors: literacy as adaptation, as power, and as a state of grace, finding within each of them different meanings and values. She suggests a number of challenging and awkward questions that those who call for "improvements in literacy", as if literacy were an

unproblematic concept, would do well to ponder.

Her ruminations are complicated and enriched by a brief account of a traditional non-literate subsistence farming society: the Vai people of West Africa. Here the Vai have practised literacy for over 150 years in a syllabic writing system of their own invention, passed on through the generation without the benefit of schools or teachers. Vai script has some useful everyday functions, but it seems to have been more important in protecting secrets and allowing clandestine resistance to the central governing machinery of Liberia. Furthermore, the creative value of Vai script is culturally recognized: virtually all Vai literates keep a diary, and many engage in creative acts of composition.

Scribner uses this description of what literacy means in one small society to call into question the ethnocentric simplicity of her country's attempts "to define one set of organizing principles for literacy education". One last question: what ever would she say of a country where the Secretary of State for Education proposes national testing for achievement in literacy at the age of seven?

Mary Jane Drummond works at the Cambridge Institute of Education.

Balance

Five to Eight. By Dorothy Butler. The Bodley Head £4.95. 0370 30672 4.

Dorothy Butler's absolute commitment in getting books to children was made abundantly clear in *Babies Need Books*. In *Five to Eight* she carries the arguments into the terrain of children who are just beginning to enjoy reading alone as well as being read to. Her concern is to make happy, enthusiastic readers — children who have a sense of story and understand the particular pleasure that books can bring.

The proposals here for parents are clearly defined and easily read as Butler does not let the reader get bogged down in jargon or the technicalities of learning to read. Instead she defines a way of life which incorporates books and children in a happy balance. She presupposes a degree of involvement on the part of the parent which may be idealistic but, for those who do want to spend time with their children in this way, her understanding of children's emotional needs makes a sound platform on which to practise her theories about books.

Having outlined her approach, Butler then devotes a chapter to each of the years from five to eight. She explains what children of different ages get out of books and how they can assimilate what they read, making clear, of course, that these are guidelines rather than rules. For each chapter she gives an extensive, annotated book list, naming some of the best books of the 1970s as well as more recent titles, all suggestions which are sound, if a little unadventurous.

The strength of *Five to Eight* is the author's commonsense approach to children, family life and books. While she does not underestimate the importance of learning to read, she argues that this new skill should not be acquired at the expense of the old skill — and pleasure — of listening.

Julia Eccleshare



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Cognitive Analysis of Dyslexia. By P H K Seymour.
Routledge and Kegan Paul £26.50. 0 709 95112 2.
Dyslexia at College. By T R Miles and Dorothy Gilroy.
Methuen £4.95. 0 416 39670 4.
Seeing Straight. By D Croall.
Marshall Pickering £2.25. 0 551 01350 8.

Books about dyslexia generally come in three varieties: those for researchers, those for teachers and those for parents, with the occasional book for the dyslexics themselves. These three books represent examples from each category.

Seymour's *Cognitive Analysis of Dyslexia* is written unequivocally for researchers. It reports an experimental investigation of the reading process of normal and dyslexic individuals using a cognitive approach applied to an information processing model of basic reading functions.

Recent trends in research into reading difficulties have moved away from the concept of a single unitary condition to account for dyslexia and have instead focused on the identification of a number of subtypes usually grouped together on the basis of performance on a battery of tests. Seymour argues convincingly that a better approach is to construct detailed descriptions of individual cases rather than groups and once a sufficiently large number has been collected to determine whether distinctive subtypes exist.

Applying this procedure to his own data, Seymour presents fascinating information on each of his subjects. While this procedure certainly helps to document the range of possible reading difficulties, it is difficult to see what conclusions can be drawn from such data, other than the fact that poor readers exhibit an almost infinite variety of differences. Seymour himself prefers to focus not on subtypes of impaired individuals but on the processes affected, thus giving rise to three types of dyslexia: visual processor dyslexia, morphemic dyslexia and phonological dyslexia, each associated with impairment in the process identified.

Seymour's experimental work is clearly described, logically presented and carefully argued. But there remain important shortcomings. The two samples, one group of 13 competent readers aged 11 and 12 years and a group of adolescent and young adult dyslexics, on which the entire book rests, are small and the criteria for their selection is far from clear. No attempt is made to compare the performance of the two groups directly. Indeed there is little information about the comparability of the two samples which differ considerably in age, to a lesser extent in IQ and possibly in socio-economic background, factors all known to be associated with differences in reading which could alone account for disparities between the two groups. A further concern stems from the tasks the readers were asked to perform: word reading tasks, non-word reading tasks, matching and decision tasks, all of which are of limited relevance to reading and comprehension. Possibly Seymour's most helpful contribution is to show there is much variety in performance within

Dyslexia

Different strokes

PAUL TANSLEY

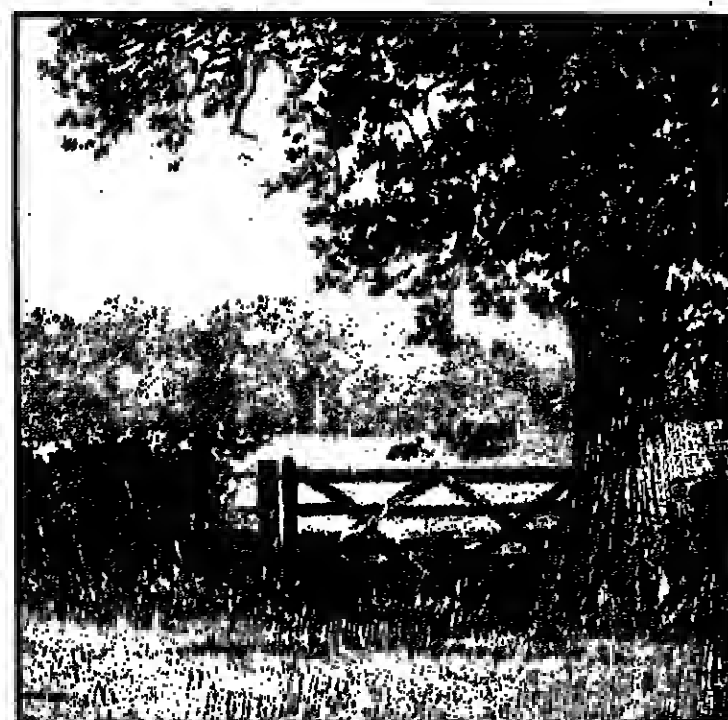
the competent readers' group on there is among the dyslexics, a point frequently overlooked when comparisons are made.

Dyslexia at College is intended for young dyslexic adults, their teachers and advisers and as such fills a gap in the market. It takes the reader through the various stages along which dyslexics enter college, polytechnic or university might progress and offers practical advice on a range of pertinent issues including choice of course, social relationships, and taking examinations. Many of the suggestions given are, as the authors themselves point out, equally applicable to non-dyslexics, particularly the useful sections on

relatively minor points this is a useful and readable book for all those whose reading difficulties may impede their academic progress through tertiary education.

Dot Croall's book, *Seeing Straight*, recounts the experience of the mother of a dyslexic boy from birth until the present day, written from a Christian viewpoint. Although at times difficult to follow as it does not always keep strictly to a chronological sequence, it is a lively, interesting account, interspersed with extracts from reports given by Paul's teachers, an educational psychologist, and Dr Macdonald Critchley who diagnosed Paul as being dyslexic.

Parents will find much to identify with in this book and will feel reassured by Paul's success - although



An illustration from *Our Village*, by Audrey Bainesbridge. This slim book is specially designed to help children with dyslexic problems. Corbion Publishers, PO Box 528, Slough SL2 3XA. £2.95.

study skills, but anxious parents and tutors will find much to interest and reassure them in these pages. Although the book is intended for dyslexics as well as their mentors, sometimes the language and sentence construction may appear daunting; terms such as "simpliciter" and "per impossibile" serve to complicate rather than spell out the message. Dyslexic readers may find the four case studies written by successful dyslexic students easier to read.

The difficulty of writing for a multiple readership occasionally shows through as the text shifts from advice to the student, his tutors and even to examination boards. Some of the suggestions intended for examining boards might not find favour outside the dyslexic community. The idea that dyslexic students should receive special consideration because they have "good days" and "bad days", sometimes misread key words, and have "trouble" despite an apparently poor script, could apply equally well to

many a normal reader. Despite these non-Christians may find the religious message a little overpowering. The description of the "dramatic moment of sudden healing" when Paul is apparently "cured" of his dyslexia may be less than helpful to those who have faced long years of limited progress towards overcoming their reading difficulties. A more pragmatic explanation, which the author herself suggests, may lie in the late maturation of the eyes muscles, which stabilise the tendency for words and figures to keep moving on the page.

All three books assume the existence of dyslexia as an identifiable condition, a concept by no means generally accepted in the educational world. Much of their content may apply equally to all those with reading difficulties; the separation of dyslexics into a special category is neither educationally sound nor educationally desirable; with this caveat each of the books will be of interest to their respective audiences.

FS rule OK

Reading. By Frank Smith.
Cambridge University Press £4.95. 0 521 31285 X. Second edition.

"Frank Smith" said a teacher of reading to a friend of mine recently. "Isn't he the one who's gone out of fashion?" and she settled comfortably down at her desk to design some fresh copy, give it to a friend and treat yourself to a crisp new one; all your favourite one-liners are there: "Children do not learn from nonsense"; "Phonics works if you know what a word is likely to be in the first place"; "Reading cannot be taught".

And if you've been living in a cupboard since 1978 and don't know what all the fuss is about, you'll never follow fashion, but you'll

your chance. You may become a convert, or a sceptic, or a mercenary opponent, but you will be made to all up, if you drop your pen. And yet, for all his knock-out arguments, Frank Smith is not attempting to stonewall the reader into submission; he is warning away a deeply serious issue, without conflict, he believes, is becoming ever more acute. The advocate of "programmatic instruction" in reading is gaining ground, and "insight", untutored intuitions and "lightbulb" moments are being dismissed as a new preface, are the debate, teachers need to be informed, not instructed, by arguments, and results which are not "advice". But I can't resist one more read *Reading*.

Right. Sit up straight and pay attention! The being Friday morning, we're having a test. One - Can you name 10 popular authors currently writing for the 5-11 age group?

Two - Do you know what Max wore last night?

Three - Who was some pig and what's the name of his mentor?

Four - What's so special about Tyke Tiler?

Five - Who opened the door at the thirteenth stroke?

Six - Well, I could go on, but I won't. Whether you know the answers or not you're probably aware what I'm getting at. How well do you know children's books? I'll admit that finding your way through the mass of available fiction is no easy matter. It's a demanding task, not one to go into lightly - you'll either do it or you'll decide in the early stages that there's no point.

Is there?

I believe there is every point. We, who are actively trying to encourage our pupils to read with interest, with enthusiasm, with love ought at least to have some perception of the resources

available. Though to call books "resources" seems to me tantamount to calling a spade an instrument for excavatory indication of the sod. A book is a romance, a door into another world. And somewhere there's one to fit exactly how you are at any given moment. It's just a matter of finding it.

The most useful key to success in reading seems so obvious to me, I can't understand why everyone doesn't see it so clearly! Surely, just as you and I choose when we want to read Jane Austen, *The TES*, or the *Beano* - our charges have their own needs and expectations from their reading material. Never mind the phonics, never mind the visual/perceptual/auditory skills etc etc. If you can get a child switched on to the printed word, that child will learn to read one way or another simply because it wants to. Because it's satisfying. Because it's fun.

So much research has shown that children from book-owning homes learn to read much more naturally than children from homes where the printed word doesn't have any function, that it would be superfluous to discuss it here. It's quite obvious that the difference

Children's books: the secret of success

Never mind the phonics

IRENE YATES

between those two kinds of background is that in one, reading means pleasure.

All you have to do is ask yourself - why do we, as adults, read? We read for different reasons, maybe for work, research, and so on - this might come under the heading of "duty" reading. But why do we read voluntarily? The latest Forsyth, Archer, Weldon, Lesing? We read for escape, of course, for vicarious adventure, satisfaction, to find out about the world. To get some insight into the human condition.

These objectives aren't too high and mighty for the infant/junior child. Why shouldn't they be encouraged to read for the same reasons? Then they might discover that reading is an activity to be enjoyed, an activity to comfort and support, instead of the struggle and confusion that many of them find it.

It's through our own joy in story that we can communicate to our pupils the enthusiastic spark that will set them blazing the trails of literature. I've no patience with the teacher who blithely

reads a chapter of any book he happens to have to hand and says "There you are, if you enjoyed it - read the rest of it for yourself." I find it sad that this still happens. Reading aloud, and talking with them about books, is the way to turn them into readaholics. I can't wait for the day when every primary school will establish, and be proud of, its own literature policy or syllabus - chucked all the old reading schemes out of the cupboard! I say, and bring in the real goodies.

Read them yourself and enjoy them. Swap them in the staffroom. Harangue your colleagues with ideas for follow-up, extension, enrichment. Aim at developing your pupils' use of language both spoken and written, through story. Let them see for themselves, and understand, the relationship between written and oral narrative. Encourage them to respond, intuitively and evaluatively, to characters, relationships and problems, at their own level. Provide them with experience of us many literary forms as you can lay your hands on. To say nothing of different cultural heritages. Above all, use your own expertise to develop positive attitudes to

reading books and reading, thus creating independent, fluent, joyful readers. Just how am I supposed to do that? You protest. And I answer: It's so easy you hardly have to think about it. You need to provide them with a rule model worth emulating. That rule model is you. And all you have to do is read the books.

Answers to questions: 1) There are hundreds, I couldn't pick 10 out, it wouldn't be fair. 2) Max wore his wolf suit that night in *Where the Wild Things Are*, by Maurice Sendak. (Picture Puffin, 0 1405 003 16). 3) Wilbur was "some pig" and Charlotte, the spider, his mentor in *Charlotte's Web*, by E B White (Puffin, 01 40301852). 4) Despite all assumptions in the contrary, Tyke Tiler turns out to be a girl in *The Turbulent Term of Tyke Tiler* by Gene Kemp (Puffin, 01 40311351). 5) Tom opens the door into his Midnight Garden when the clock strikes 13 in *Tom's Midnight Garden* by Philippa Pearce (Puffin, 01 40308938).

Irene Yates is a primary teacher and has been working for a 10 year (Ed) at Birmingham University

It takes two

Helping Children Read: The Paired Reading Handbook. By Dr Roger Morgan.
Fontana £2.95. 0 416 96540 7

In Paired Reading, a learner and a fluent reader read aloud together from a text chosen by the learner, without skipping any words. If the learner makes a mistake, the fluent reader repeats the word and the learner says it after him. If the learner wishes to continue unaided, he taps the book or nudges the fluent reader, who then stops and joins in again once the learner makes a mistake and fails to correct it. Paired Reading is normally used at home in six-week bursts, but has also been used in schools, sometimes with pupils as fluent readers.

Unfortunately, this specific technique is so commonly confused with other co-operative reading activities that Dr Morgan, who devised it some 10 years ago for use with failing readers, has described it as "just simple enough to muck up". His clear account of its development and application should help to dispel any prevailing misconceptions.

The central ideas of Paired Reading, derived from behavioural psychology, are that stress should be minimized, that the learner should have a model and also that he should have a considerable degree of control over his own learning. The process described above, for example, automatically increases the level of support when a learner chooses a difficult book, contains no element of criticism, and creates conditions under which an adult is able readily to praise a child, by ensuring that, either with assistance or on his own, he gets the reading right.

The research evidence surrounding the technique is somewhat less convincing than Dr Morgan suggests. His own research, which used the Naale Analysis before and after six weeks of Paired Reading, was a reasonable way of establishing the viability of the idea, but has led to a pattern of short-term testing, the results of which are generally positive but highly inconsistent. Attempts are under way to improve research procedures, although extraneous factors make it difficult to assess long-term effects which are directly attributable to the technique.

Nevertheless, the surge of enthusiasm among those who have used Paired Reading is undeniable, and some individual teachers' results have been truly astounding. It will repay investigation by anyone who teaches reading, and results of Morgan's book is a very good place to start.

John Bald

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Volunteer reading help

C is for confidence

The teaching of reading is increasingly being seen as an act of partnership between parents and teacher. This is entirely desirable, and if properly handled will mark a significant break with the misconceived notion of the teacher as sole repository of pedagogic expertise. To my mind, though, it needs to go a bit further. There is no doubt that the most serious obstacle to progress in reading is the development in the young reader of emotional stress which leads on to fear of failure and ultimately to reluctance to face the task at all. No matter how open and liberal the philosophy of a school may be, the child who reads to his teacher is inevitably put under severe pressure simply by her silent presence. And similarly, while the substitution of parent or teacher may change the nature of the stress, it does little to reduce it and may in fact make it worse. When we discuss with parents how they can involve themselves in reading, we spend a good deal of time — or we should do — explaining about the dangers of inducing anxiety.

This is why I have come to believe in the benefits of having in school adults

who are neither teachers nor the parents of the children they help. In our school we have about half a dozen such people. Some are housewives who have their own children in the school. One is a retired man with no background in education; another is employed on a local MSC project. They come regularly into the school once or twice a week and spend half a morning or so in the open area outside the class bases listening to children individually for about 10 or 15 minutes at a time. There is nothing very earth-shaking about this. The children read, the men and women listen, comment, help and chat. What matters, though, is that the children relax, unwind, smile and enjoy what they are doing. "They're nervous at first," said one of our ladies, "but they soon settle down and stop worrying about getting it wrong."

It is important to trust the people who do this. Each has his or her own qualities to offer. To bind them with too many guidelines would be restricting and untrusting, and I feel that bit of advice we offer is more to do with building their own confidence than with any conviction on our part that

GERALD HAIGH

they need telling what to do. They make judgements all the time — to go on and finish a chapter, to stop early, to change to something else. "If they start puffing and blowing, I just stop!" as one lady put it. The result has been a decrease in the tendency of reluctant readers to shy away from print — and, of course, there is a bonus in terms of relationships at all levels. Jim, a stocky retired Scotsman who is loved by the children, has had a new dimension added to his life, and is now starting to cast a speculative eye over our neglected flowerbeds. There are, of course, other ways of involving volunteer reading helpers, and we ourselves feel that we could develop in some of the directions favoured by, say, the organization Volunteer Reading Help. This is a registered charity which was founded in 1973 by the present Chairman Susan Belgrave. VRH started in London, and the main focus of its operation lies in the ILEA area, where it has 244 helpers working in 134 schools. Some

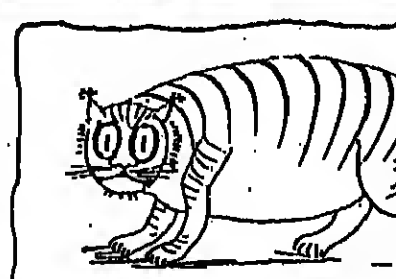
of the VRH principles are clearly intended to forestall possible doubts among heads and teachers — no volunteer, for example, works in a school where her own child is a pupil. I find it interesting, too, that VRH workers operate entirely outside the school curriculum — no class reading books are used, and there is no requirement for consultation with the teacher. The volunteer gives a half-hour at a time to each child and has the aim, in the words of Susan Belgrave, of giving "individual relaxed help, and promoting the enjoyment of books". As Maryon Becher, a volunteer, has it, "We're not teaching the child to read; we read to them; they read to us. We may play a game. The aim is to get the children hooked on reading." Quite clearly, therefore, this is not "hearing readers" in the sense which is assumed by most reading schemes. Susan Belgrave shares with me — or rather I share it with her, as she realized it long before I did — a strong belief in the motivation value of intervention by a non-professional non-involved adult. "We work one-to-one," she says, "outside the classroom and away from the whole classroom scene." (Neither

VRH nor I believe, incidentally, that this is a programme only for children with reading problems — any child will benefit.) What is very significant for me about all of this is that we are more and more accepting the need to break down the apparent omniscience of the teacher. VRH's insistence that they are "not teachers" is understandable in terms of their need to gain access to professional strongholds, but there is a sense in which to say it both restricts and undercuts the notion of what we mean by teaching, and also somewhat undercuts their own educational achievement. "Education" is, for me, a wondrous concept which we cannot expect to keep to ourselves.

VRH has now spread into other areas of the UK, and anyone interested in knowing more, or starting a group in their own area can find out more by writing to them: Volunteer Reading Help, ILEA Centre for Language in Primary Education, Sutherland Street, London SW1.

Gerald Haigh is head of Henry Bullard CE Middle School, Bedford, Wilt.

On several occasions in recent months, articles have appeared in the press on a longitudinal study of more than 400 children by Peter Bryant and Lynette Bradley at the University of Oxford (published in *Children's Reading Problems*, Blackwell). The study indicates that a significant predictor of children's success in learning to read is their ability to detect rhyme and alliteration at the age of four or five. It is not easy to generalize widely from the results because the specific focus of the research has been an attempt to explain the relative underachievement of children whose reading problems cannot be easily explained by an analysis of environmental or individual factors. Nevertheless, the research findings do raise some questions about influential ideas on the nature of the reading process and the kinds of text which best generate growth in reading skill in the primary years. In some ways, the findings point to something of a paradox. This paradox centres on the suggestion that there has been a decline in schools in the use of the very form of language which particularly promotes an awareness of rhyme and alliteration — poetry. This decline was identified more than 10 years ago by the Bullock Committee which drew attention to the importance of children being able to discriminate between the sounds of English (of which there are over 40, according to accent) in learning to read. They went on to suggest methods which had "unaccountably fallen out of favour — rhymes, jingles and alliteration". More recently, the various HMI surveys have commented on the apparent lack of the use of poetry in schools throughout the primary and middle age ranges. At the time of the HMI Primary Survey, the majority of the children were not reading any poetry voluntarily. The 9-13 middle school survey reports that frequently poetry was used by teachers only for comprehension exercises and handwriting practice; the teaching of poetry was considered to be satisfactory in only half the schools in the 5-7 middle school survey; and the first middle school survey reports an especially noticeable



*C was a lovely Puffy Cat;
its eyes were large & pale;
And on its back it had some stripes
and several on its tail.*

Rhyme and reason

Poetic paradox

ROGER BEARD

There is also something to be said for reconsidering the nature and range of texts used to develop early reading. Recently, there has been a good deal of interest in the value of using stories with young children, because of the contextual support which narrative provides and because of the wealth of children's literature which can be read into the mainstream teaching of reading, enriching reading schemes or even replacing them. However, it would be a mistake to capitalize upon the literary strengths of good narrative prose, without also looking at the potential of good poetry in early literacy work. It is possible that rhyming poetry is less used than might be expected because of fears that children may be over-concerned to try to imitate its difficult disciplines in their own writing. It also has to be recognized that the "second golden age" of children's literature in the 30 years after the Second World War did not include a comparable flush of poetry for children. The more recent "golden age" which has been named in the name of "special realism" does not seem to offer the patterns of rhyme

which lie at the heart of this focus on the reader-text relationship, although if irreverence is required, children can turn to the poetic forms of Spike Milligan or the rhyming couplets of Roald Dahl. In my work for a forthcoming book on reading, I was impressed, nevertheless, by the wealth of material which is available for teachers across the 3-13 age range. For the very young, Janet and Allan Ahlberg regularly integrate rhyme into their books, for instance. The *Dr Seuss* books (Collins) make rhyme the centre piece of their appeal. Wide-ranging anthologies include Elizabeth Matton's *This Little Puffin*, Raymond Briggs' *Mother Goose Treasury* (Hutchinson), and *Good and Rosamund's Stories* and Andrew Mann's *My Mother Goose Comes to Cable Street* (Puffin). In poetry, as elsewhere in the curriculum, there is always the danger of taking for granted well-known names and subjects and underestimating the fresh thrill which they can bring to successive generations. This is especially so with the older primary age-range, for whom the best of the poetry of James Reeves still stands, in my view, head and shoulders above that of most post-war children's poets. I remain, therefore, a strong proponent of the value of poetry in the curriculum, and I am attracted by its simple images and structure.

Indeed, it is striking how far the children from the Puffin Club who chose the outstanding collection edited by Kay Webb, *I Like This Poem*, opted for traditional poetic patterns. Not just because I am a fellow Cornishman, I would put Charles Causley very near the top of my list, because of his remarkable control in harnessing rhyme and narrative structure in his ballads, which almost invariably have a secret waiting for children to discover, most notably in his collection *Fiddie Hobbin* (Puffin Books). Any serious consideration of the role of poetry in the primary curriculum will need to take account of a range of genres. Enjoyment of contemporary nonsense verse can be enhanced by hearing or reading some of the greatest of the past: Lewis Carroll, Edward Lear, Rudyard Kipling, Ogden Nash. I would put Robert Louis Stevenson, Christina Rossetti, Walter de la Mare as well as the modern greats such as Nancy Mitton, in terms of imaginative power, though there is little in the past to rival the enormous scope of Ted Hughes. Another contemporary strength could be found in comic verse where Michael Rosen, Allan Ahlberg and Roger McGough are outstanding. A serious reader of re-read and other writers provides a fascinating reminder of the unique qualities which poetry offers children, allowing them to experience a distillation of language in which the words on the page are especially shaped to convey thought and feeling. There are some imaginative practical books available on the teaching of poetry, and these tend to concentrate on responses and writing. Relatively few books really take account of the major role which poetry can play in early reading development, especially if it is read aloud to children, to be savoured by ear and eye.

Roger Beard is lecturer in primary education at the University of Leeds and author of *Children's Writing* (Hodder and Stoughton Educational).

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SECONDARY ENGLISH

continued

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

WESTWOOD HIGH SCHOOL FOR GIRLS

Croydon Road, Croydon, Surrey CR9 3JG

Tel: 01-353 1361

A small well disciplined

girls school situated in a

pleasant residential area

with a large playing field

and a modern sports centre

The school is seeking a

teacher for English and

History. The successful

candidate will be required

to teach in the 11-18

range. The salary is

£10,000 per annum. The

closing date is 1st April

1987. Applications should

be sent to the Headmaster

at the above address.

Tel: 01-353 1361

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BEXLEY

LONDON BOROUGH OF BEXLEY

EDUCATION COMMITTEE

WESTWOOD HIGH SCHOOL FOR GIRLS

Croydon Road, Croydon, Surrey CR9 3JG

Tel: 01-353 1361

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ENFIELD

LONDON BOROUGH OF ENFIELD

EDUCATION COMMITTEE

WESTWOOD HIGH SCHOOL FOR GIRLS

Croydon Road, Croydon, Surrey CR9 3JG

Tel: 01-353 1361

A small well disciplined

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HUMBERSIDE

HUMBERSIDE EDUCATION COMMITTEE

EDUCATION COMMITTEE

WESTWOOD HIGH SCHOOL FOR GIRLS

Croydon Road, Croydon, Surrey CR9 3JG

Tel: 01-353 1361

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girls school situated in a

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The school is seeking a

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WELLINGBOROUGH
WEAVERS SCHOOL
Weavers Road,
Wellingborough.

**Co-educational
Comprehensive: Number on
roll 1200 with 80 in Sixth
Form**

**HEAD OF MODERN
LANGUAGES - Scale 3/4**

**Required for September
1987 an experienced graduate
to become Head of Mod-
ern Languages.**

The Department, comprising six full-time members of staff, is housed in two adjacent rooms in Junior Block and a suite of four rooms (plus Sixth Form seminar rooms) in the North Block. A new Tonberg Language Laboratory is due to be installed later this academic year.

France and Spain are taught to GCSE, 'A' and 'A' levels and the department makes a contribution to all GCSE courses and our Sixth Form enrichment programme (FLAWS).

There is a flourish programme of visits to France and Spain and links with our two towns. In the Deux-Sèvres

The Governors are asked to appoint a person with appropriate experience and with proven teaching ability to lead this force and important department.

Application forms and further details are available from the Headmaster or receipt of SAE to which completed forms should be returned as soon as possible.

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INDEPENDENT EDUCATION continued

HAMPSHIRE

ST ALBANS SCHOOL
Reading, Hants. RG2 0ZS
Required for September 1987
Teacher of BIOLOGY with some general Science. Suitable young enthusiastic person. Willingness to take pastoral responsibilities for boys boarders. A definite advantage, experience in the school. Salary to be agreed. Applications to the Headmaster, Leighton Park School, Reading, RG2 0ZS. Tel: 0345 557091. 184884

HERTFORDSHIRE
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Reading, Hants. RG2 0ZS
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Leighton Park School

Reading

HMC, Quaker foundation. 11-18, 350 pupils, 120, (including girls), in Sixth Form.

Required for September 1987:-

HEAD OF MATHEMATICS

An experienced and well-qualified mathematician is required to lead a successful department and teach throughout the School up to Oxbridge entrance.

HEAD OF COMPUTING

The successful candidate will organise and share in the teaching of computing in the timetable, and will foster and encourage the use of computers throughout the school. There is an opportunity to offer a second subject, possibly related to technology.

HEAD OF TECHNOLOGY

An appropriately well-qualified teacher is required to plan and carry through the development of technology, to which the school is to make a major commitment. This will involve considerable cross-disciplinary liaison.

For each of these posts appropriate and attractive salaries will be paid. A willingness to contribute to the all-round life of a boarding school is important. Accommodation may be available.

Application should be made by letter and curriculum vitae to the Headmaster, Leighton Park School, Reading RG2 0ZS, (0734 872065), from whom further details of all these posts may be obtained.

(10274)

OLD SWINFORD HOSPITAL SCHOOL

Stourbridge

Founded 1667 Voluntary Aided
500 Boys 11-18, mainly boarders, 150 in Sixth Form

Applications are invited for the following posts for September 1987.

HEAD OF MODERN LANGUAGES

French and German are the main languages, though applicants with Spanish or Latin as their subsidiary language will be welcome. The post is a present Scale 3.

HEAD OF COMPUTER STUDIES

There are courses up to 'A' level and information technology is taught to all boys below the Sixth Form. The successful candidate will be expected to be Network Manager as it is anticipated that our computer will be extended soon to cover the whole school and all six boarding houses. Less than full timetable will therefore be special in the classroom. The post is at present Scale 3.

PHYSICS/SCIENCE TEACHER

The successful candidate will be able to teach Physics at least to 'O' level but a specialist in Biology, Chemistry or Maths with subsidiary Physics will also be welcome.

TEACHER OF DESIGN

To join a flourishing Craft, Design and Technology Department. 'A' level work would be available for a well-qualified candidate.

TEACHER

of any specialist subject who is keen to work in a boarding school environment. Timetable can be adapted to fit particular subject skills, though ability to teach any one of the following would be helpful: Business Studies, Classics, Religious Knowledge, Maths. However, the ability to coach Chess, especially Rugby or Cricket, would be a definite advantage.

A number of these appointments are available because of the recent expansion of the School, and consequent increase in staff numbers. Some of these posts can be Residential, either in School, or in one of our own properties, with an excellent environment of about 21,000 a year, together with accommodation free of rent and rates, with a salary to cover heating and lighting.

Applications (for term) and requests for further details to the Headmaster, Old Swinford Hospital, Stourbridge DY8 1JX. Tel: 0345 370025. (1147)

KENT

KENT COLLEGE

Canterbury
HMC Methodist Co-educational Boarding and Day School
Sixth Form of 170
A graduate teacher of Physics and/or Chemistry, with a minimum of 5 years' experience, to teach in the school. The successful candidate will be responsible for the teaching of the subject at all levels in the school. Interest in co-curricular activities would be an advantage. Salary to be agreed. Applications to the Headmaster, Kent College, Canterbury, Kent, CT2 9DT, enclosing r.v. and two references. Tel: 01853 557091. 184884

HERTFORDSHIRE

THE HASLER SCHOOL

Elstree, Herts. WD6 3AP
HMC Independent 1360
Boys 120 in Sixth Form
Required for September 1987.
A well-qualified and enthusiastic teacher to teach PHYSICS to students in the school. The successful candidate will be responsible for the teaching of the subject at all levels in the school. Interest in co-curricular activities would be an advantage. Salary to be agreed. Applications to the Headmaster, The Hasler School, Elstree, Herts. WD6 3AP, enclosing r.v. and two references. Tel: 01853 557091. 184884

LINCOLNSHIRE

STONEPILLO HOUSE

Church Lane, Lincoln LN2
Required for September 1987.
A well-qualified and enthusiastic teacher to teach PHYSICS to students in the school. The successful candidate will be responsible for the teaching of the subject at all levels in the school. Interest in co-curricular activities would be an advantage. Salary to be agreed. Applications to the Headmaster, Stonepillo House, Church Lane, Lincoln LN2, enclosing r.v. and two references. Tel: 01522 557091. 184884

LONDON

LONDON W9

Required for September 1987.
A well-qualified and enthusiastic teacher to teach PHYSICS to students in the school. The successful candidate will be responsible for the teaching of the subject at all levels in the school. Interest in co-curricular activities would be an advantage. Salary to be agreed. Applications to the Headmaster, LONDON W9, enclosing r.v. and two references. Tel: 01853 557091. 184884

LONDON W9

LONDON W9

Required for September 1987.
A well-qualified and enthusiastic teacher to teach PHYSICS to students in the school. The successful candidate will be responsible for the teaching of the subject at all levels in the school. Interest in co-curricular activities would be an advantage. Salary to be agreed. Applications to the Headmaster, LONDON W9, enclosing r.v. and two references. Tel: 01853 557091. 184884

ST. CHRISTOPHER SCHOOL

Leitchworth, Herts

Telephone 0462 679301

One of the finest coeducational boarding schools in the country (500 pupils from 24-18) invites applications from energetic and idealistic young teachers keen to contribute to this informal community now in a period of rapid development as a pilot school of the Education 2000 Project. There are vacancies from September 1987 for:

SENIOR HOUSEPARENTS

(Joint post for a couple to share a teaching timetable - any subject combination considered - and to lead a pastoral team in charge of our 120 oldest boarders).

ENGLISH

(including a substantial share of work with our large and lively Sixth Form).

BOYS P.E. AND GEOGRAPHY

(other subjects combined with PE considered, outdoor pursuits skills an advantage).

All staff share in boarding duties and help with extra-curricular activities. DEB superannuation and other benefits, including greatly reduced fees for staff children. Also for those wishing to work with young people and to develop their skills over a full academic year. Resident bursarships in.

MUSIC

DRAMA

and opportunities to work in the boarding houses as

ASSISTANT MATRONS

Further details from the Head, Colin Reid, to whom applications should be made by 10th April enclosing a full C.V. and naming two referees. (11483)

CROYDON

HIGH SCHOOL GPDS

Old Farleigh Road
Selsdon, South Croydon
CR2 8YB

TWO FORM TEACHERS

FOR 7-11 AGE GROUP

Required for September 1987 for this large Junior Department (320 girls 5-11)

Applicants should be well qualified and experienced. Ability and interest in developing Science curriculum or interest in Mathematics and use of computers an advantage.

Written applications to the Headmistress with C.V., names and addresses of 2 referees as soon as possible. (1147)

LONDON

LANSOWNS TUTOR

7-8 Peters Ode, London
W8 5LS
BIOLOGY TEACHER
Required for September 1987.
A well-qualified and enthusiastic teacher to teach BIOLOGY to students in the school. The successful candidate will be responsible for the teaching of the subject at all levels in the school. Interest in co-curricular activities would be an advantage. Salary to be agreed. Applications to the Headmaster, Lansowns Tutor, 7-8 Peters Ode, London W8 5LS, enclosing r.v. and two references. Tel: 01853 557091. 184884

NORTHAMPTONSHIRE

GUNOLS SCHOOL

Northamptonshire
Required for September 1987.
A well-qualified and enthusiastic teacher to teach BIOLOGY to students in the school. The successful candidate will be responsible for the teaching of the subject at all levels in the school. Interest in co-curricular activities would be an advantage. Salary to be agreed. Applications to the Headmaster, Gunols School, Northamptonshire, enclosing r.v. and two references. Tel: 01853 557091. 184884

LONDON

LONDON W9

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A well-qualified and enthusiastic teacher to teach BIOLOGY to students in the school. The successful candidate will be responsible for the teaching of the subject at all levels in the school. Interest in co-curricular activities would be an advantage. Salary to be agreed. Applications to the Headmaster, LONDON W9, enclosing r.v. and two references. Tel: 01853 557091. 184884

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LONDON W9

LANCASTER
MARTIN'S COLLEGE
THEIR EDUCATION
Lancaster
THREE POSTS IN
HIGHER EDUCATION

Applications are invited from suitably qualified persons for the above posts. Successful candidates should be graduates of a recent, successful examination in Mathematics and Physics, and will be required to contribute to the college's income by working as one or more of the following: curriculum development, professional studies, multi-cultural

layout on all these
will require good ex-
perience within the
range.

The posts will be rated
seniority II or Senior
according to experi-
ence.

Further particulars and
application forms may be
obtained from The Prin-
cipal, S. Martin's College,
Water LA 2 JPD. Com-
plete application forms
should be returned by 9th
October 1971

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Education

SEY COMMUNITY
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Children Road, Runsey
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For application with
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families with Disabilities.
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forms obtainable from the
College for Adult Education,
(11405)

**EDUCATION
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£13,590-£13,856 plus £262

ably qualified and experienced
heads of Centre at each of the

in approved cases. Temporary details can be obtained from (FE/MED); County Hall, DJ (SAE please).

(11324)

ADULT EDUCATION SERVICE

ASSISTANT PRINCIPAL

Adult Education, Burnham F.E., H.O.D. Grade 2, £14,136 - £15,933 plus O.L.A.

The post becomes vacant on 1 September 1987. Applications are invited from qualified teachers with considerable teaching and related administrative experience, at least some of which should have been gained in adult and/or further education.

The Adult Education Service provides a wide range of day and evening classes in four full-time centres and several evening-only centres across the Borough.

The Assistant Principal is responsible to the Adult Education Principal for the efficient organisation of the programme in one area of the Borough, including at least one full-time centre. Other responsibilities will be determined by the strengths and interests of the person appointed. The ability to work well within a small management team is essential.

Further details and application forms may be obtained from the Director of Education (TS Section 25/10), Civic Centre, Uxbridge, Middlesex, UB8 3LW (Tel: Uxbridge 50445), to whom applications should be returned by Friday 3 April 1987.

Outer London Allowance Payable

(11362)



Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

DEPUTY HEAD

Salary: RCO 8 £12,297 - £13,280 per annum

Required for the Fyde O & A Centre, Normans Road, Blackpool.

This Regional Observation and Assessment Centre provides 24 places plus a 4 bed Secure Unit, for boys aged 10-17 years. Candidates must hold recognised qualifications in residential care and/or teaching, have experience in the assessment process and be capable of undertaking self management, supervision and training. A sound basic understanding of the child and his needs is essential.

Intending applicants are welcome to visit the Centre by arrangement with the Principal, or the Headmaster, Tel: Poulton 894617.

Application forms from the Director of Social Services, East Chiff County Offices, Preston, PR1 3EA, Tel: (0772) 264256 Ref: 82/EF/H QE.

Closing date: 3rd April, 1987.

(11420)

ADULT EDUCATION

continued

HERTFORDSHIRE

EAST HEATH COLLEGE
LECTURER IN ADULT
EDUCATION ORGANISER
Salary: £11,500 plus
O.L.A. 380000

Youth and Community Service

BUCKINGHAMSHIRE

COUNTY COUNCIL
YOUTH SERVICE
EMPLOYER
SALARY: £11,500 plus
O.L.A. 380000

Based at the Burnham Youth Centre this person will manage and develop the youth work in the extended purpose built youth facility.

The existing postholder who has obtained internal promotion will be responsible for the development of the youth work in the extended purpose built youth facility.

Further details and application forms may be obtained from the Director of Education (TS Section 25/10), Civic Centre, Uxbridge, Middlesex, UB8 3LW (Tel: Uxbridge 50445), to whom applications should be returned by Friday 3 April 1987.

Outer London Allowance Payable

(11362)

CUMBRIA

AREA YOUTH WORKER

Suitable qualified adult required for the Whitehaven, Cumbria. Applicants should be qualified in youth work and have experience of youth work and will be responsible for the work of young people developing their own interests, and providing information, advice and counselling services, and advice to management committees.

Further details and application forms may be obtained from the Director of Education, Carlisle City Council, 100, Victoria Road, Carlisle, Cumbria, CA1 1JG. Closing date: 3 April 1987.

Salary: £11,500 plus O.L.A. 40000

(11362)

SHEFFIELD COUNCIL

Working for a better City

Youth and Community Worker

Burnham Related Tier 2 £9,501 - £11,349

This job requires an experienced Youth and Community Worker to develop and co-ordinate the use of the Elmstone Centre. The Worker will join a team of two other full-time Outreach Youth and Community Workers based at the Centre.

This busy Centre is used predominantly by young black adults, with both daytime and evening Youth Programmes. A range of local community groups also use the Centre on a regular basis. This post is a key one, ensuring that the wide range of activities and user groups can operate effectively, and that the Centre becomes a resource for the local community. Applicants should have proven experience of managing staff, equipment and premises in an inner-city setting, and commitment to effective Anti-racist, Anti-sexist Youth Work.

For further information Tel: Jane Foster 0742 738995.

APPLICATION FORMS AND FURTHER DETAILS FROM THE CHIEF EDUCATION OFFICER (REF: CBYW), EDUCATION DEPARTMENT, PO BOX 67, LEICOLD STREET, SHEFFIELD S1 1TA, TEL: 0742 738995. CLOSING DATE 3RD APRIL.

We particularly welcome applications from women, black people and people with disabilities for all our posts.

(11362)

An Equal Opportunity Employer

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICE

KENT MOUNTAIN CENTRE

LLANBERIS, NORTH WALES

Temporary Trainee

Instructor(s)

(Residential) - Two Posts

Applications are invited for a one-year appointment as a Trainee Instructor of outdoor activities at the Centre from May and September 1987.

Candidates should have a broad foundation of mountaineering experience, coupled with initiative, common sense and a sincere wish to share fully in the provision of Outdoor and Residential Education for Schools and Youth Groups of 14 years and over.

A special interest in working with girls and young women and/or skills in coaching, boat or dinghy sailing, and driving will be additional advantages.

Allowance: £2,110 per annum plus board and accommodation in lieu of extraneous duties.

Applications to the Director, Kent Mountain Centre, Glyn Padarn, Llanberis, Gwynedd, LL59 4EL.

(11469)

KENT COUNTY COUNCIL

KENT

COUNTY COUNCIL

YOUTH AND COMMUNITY

YOUTH OFFICER

Work for the Kent Youth Council. The post holder will be responsible for the day-to-day running of the Kent Youth Council, which is a voluntary organisation. The post holder will be responsible for the day-to-day running of the Kent Youth Council, which is a voluntary organisation.

Salary: £11,500 plus O.L.A. 440000

(11362)

LANCASHIRE

The Ormskirk Theatre

YOUTH SERVICE

EMPLOYER

Salary: £11,500 plus O.L.A. 440000

(11362)

NORTHAMPTONSHIRE

COUNTY COUNCIL

EDUCATION COMMITTEE

YOUTH WORKERS

Applications are invited from qualified teachers with experience in youth work and related administrative experience, at least some of which should have been gained in adult and/or further education.

The Adult Education Service provides a wide range of day and evening classes in four full-time centres and several evening-only centres across the Borough.

The Assistant Principal is responsible to the Adult Education Principal for the efficient organisation of the programme in one area of the Borough, including at least one full-time centre. Other responsibilities will be determined by the strengths and interests of the person appointed. The ability to work well within a small management team is essential.

Further details and application forms may be obtained from the Director of Education (TS Section 25/10), Civic Centre, Uxbridge, Middlesex, UB8 3LW (Tel: Uxbridge 50445), to whom applications should be returned by Friday 3 April 1987.

Outer London Allowance Payable

(11362)

NORFOLK

COUNTY COUNCIL

YOUTH AND COMMUNITY

SERVICE

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Outer London Allowance Payable

(11362)

OVERSEAS

Appointments

Applications for one year teaching appointments for the following posts are invited:

1. Assistant Librarian - Cataloguing - must have an M.L.B. Degree, a minimum of two years cataloguing experience, be knowledgeable in the areas of Cataloguing and Classification and be able to teach library courses to the postgraduate level. Salary: £11,500 plus O.L.A. 440000

2. Assistant Librarian - Cataloguing - must have an M.L.B. Degree, a minimum of two years cataloguing experience, be knowledgeable in the areas of Cataloguing and Classification and be able to teach library courses to the postgraduate level. Salary: £11,500 plus O.L.A. 440000

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53. Assistant Librarian - Cataloguing - must have an M.L.B. Degree, a minimum of two years cataloguing experience, be knowledgeable in the areas of Cataloguing and Classification and be able to teach library courses to the postgraduate level. Salary: £11,500 plus O.L.A. 440000

54. Assistant Librarian - Cataloguing - must have an M.L.B. Degree, a minimum of two years cataloguing experience, be knowledgeable in the areas of Cataloguing and Classification and be able to teach library courses to the postgraduate level. Salary: £11,500 plus O.L.A. 440000

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COLLEGE OF THE BAHAMAS

STAFF VACANCIES

The College of the Bahamas, a two-year institution, invites applications from suitably qualified individuals for the following posts. All positions are subject to the approval of the Board of Governors and the Ministry of Education.

1. Assistant Librarian - Cataloguing - must have an M.L.B. Degree, a minimum of two years cataloguing experience, be knowledgeable in the areas of Cataloguing and Classification and be able to teach library courses to the postgraduate level. Salary: £11,500 plus O.L.A. 440000

2. Assistant Librarian - Cataloguing - must have an M.L.B. Degree, a minimum of two years cataloguing experience, be knowledgeable in the areas of Cataloguing and Classification and be able to teach library courses to the postgraduate level. Salary: £11,500 plus O.L.A. 440000

3. Assistant Librarian - Cataloguing - must have an M.L.B. Degree, a minimum of two years cataloguing experience, be knowledgeable in the areas of Cataloguing and Classification and be able to teach library courses to the postgraduate level. Salary: £11,500 plus O.L.A. 440000

4. Assistant Librarian - Cataloguing - must have an M.L.B. Degree, a minimum of two years cataloguing experience, be knowledgeable in the areas of Cataloguing and Classification and be able to teach library courses to the postgraduate level. Salary: £11,500 plus O.L.A. 440000

5. Assistant Librarian - Cataloguing - must have an M.L.B. Degree, a minimum of two years cataloguing experience, be knowledgeable in the areas of Cataloguing and Classification and be able to teach library courses to the postgraduate level. Salary: £11,500 plus O.L.A. 440000

6. Assistant Librarian - Cataloguing - must have an M.L.B. Degree, a minimum of two years cataloguing experience, be knowledgeable in the areas of Cataloguing and Classification and be able to teach library courses to the postgraduate level. Salary: £11,500 plus O.L.A. 440000

Education Division Inspector (South) £19,280-£20,766 p.a. (Soulbury H.T. Group 10)

A well qualified and experienced candidate (male or female) is sought for this senior post within the Advisory and Inspection Service which is charged with the three major tasks of assessment, reporting/visiting and development. As well as making a significant contribution to these or curriculum specialist work, the post holder will be working closely with senior colleagues to ensure the development of practice in all aspects of inspection work with schools and colleges. Vacant 1 September.

General Inspectors (3 Posts) £18,075-£19,587 p.a. (Soulbury H.T. Group 9)

**Primary Phase
Special Education Needs
Mathematics**

The successful post-holders (male or female) will be encouraged to develop strategies which review practice and both challenge and support teachers. This will involve working closely with other colleagues (at all levels in the service) in a range of inspectional, professional and curriculum development tasks. Candidates are sought for each of the three posts who, from a broad base of skills and understanding, can contribute fully to this comprehensive programme. Vacant 1 September.

For the above posts relocation expenses where appropriate.

Application forms and further details for all four posts are available from the Chief Education Officer at County Hall, Chelmsford. Please include a large 32p stamped addressed envelope (31cm x 26cm). Closing date 27 March. Please quote ref. A15/151.

An Equal Opportunity Employer.

**Nottinghamshire
County Council**
County Hall - West Bridgford
Nottingham NG2 7QP

Leicestershire ASSISTANT EDUCATION OFFICERS

P044 (subject to review) £14,082 - £18,011

Two new interesting and demanding posts (one in Schools Branch and one in the Premises and Development Branch of the Education Department) are available to help manage a major review of secondary education in Leicestershire, and to assist in other aspects of the Department's work. The posts will also cover a varied range of work in schools and in the office and are open to graduates with good teaching and LEA administrative experience.

Car allowance, Car leasing scheme and assistance with relocation expenses both available in approved cases.

Application forms and further particulars available on receipt of a.s.e. from the Director of Education, Room 25, County Hall, Glenfield, Leicester, LE3 8RF. Closing date: 10th April 1987.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status, sexual orientation, age, or disability. Disabled applicants will be guaranteed an interview if suitably qualified and experienced, and supported by a recognised agency e.g. A.R.B.

EDUCATION DEPARTMENT ADVISER FOR 10 - 13 YEAR OLDS GRADE SOULBURY HEADTEACHER GROUP 8: £16,785 - £18,273 PER ANNUM (UNDER REVIEW)

Applications are invited for this new permanent post to be established from 1st September 1987 to develop strategies for curriculum continuity between primary and high schools and for the lower secondary school curriculum.

Applicants should have knowledge of recent developments in the last years of primary education and in the last years of secondary education and be able to assess their impact on the first three years of secondary education.

Application forms and further details are obtainable from and returnable to the Chief Executive's Department, Town Hall, Bury B9 0BW (Telephone: 061-765 5111) by 6th April 1987.

BURY METROPOLITAN BOROUGH

ADMINISTRATION L.E.A. continued

EDUCATION DEPARTMENT CAREERS OFFICER (UNEMPLOYMENT SPECIALIST)

Ref. ED.123
£7,311-£10,164 p.a.
plus casual user car allowance and car loan facilities

To work as a member of the Central Team developing work with unemployed young people, and liaising with employers and managing agents of Y.T.S. Schemes. Applicants should be qualified, having completed or about to complete a recognised course for the Diploma in Careers Guidance. Those completing Part 1 of the Diploma are also welcome to apply.

CAREERS OFFICER (ETHNIC MINORITY)

Ref. ED.122
£7,311-£10,164 p.a.
plus casual user car allowance and car loan facilities

Required to provide specialist help to unemployed young people from the ethnic minorities using an outreach case work approach to contact young people not regularly attending Careers Centres. Duties will involve diagnosing problems, advising and assisting young people in finding suitable jobs or other appropriate opportunities. Applicants should be experienced and qualified with the Diploma in Careers Guidance although consideration will also be given to applicants who are suited by reason of alternative qualifications and/or experience. An outgoing personality will be an advantage in establishing close liaison with ethnic minority groups and Y.T.S. Schemes. A knowledge of Asian languages would be an advantage. Applicants from members of the ethnic minority communities are especially welcome.

Last date for receipt of completed applications: 13th April, 1987.

Application forms and details from: Personnel Dept., P.M.S.U., Civic Centre, Derwent Street, Walsall WS1 1TP, quoting job title and reference number.

Walsall
Metropolitan Borough
An Equal Opportunity Employer

BOROUGH OF SOUTH TYNESIDE

South Tyneside is an Equal Opportunity Employer and applicants are considered only on the basis of suitability for the job.

EDUCATION DEPARTMENT Senior Careers Officer £11,604 - £12,297 p.a.

A vacancy has arisen for the above post at South Shields Careers Office. The successful candidate will be part of an energetic and innovative management team, and will carry responsibility for the professional and administrative work undertaken at this office, together with a reduced school-based vocational guidance caseload.

Applicants should be able to demonstrate substantial and successful administrative and/or specialist experience within the Careers Service, and must hold Parts 1 and 2 of the Diploma in Careers Guidance.

A Casual User Car Allowance is attached to this post and assistance with removal costs may be available.

Careers Officer
£8,391 - £9,216 p.a.

Applications are invited from qualified Careers Officers for the above post based at Hebburn Careers Office. The post carries a caseload of unemployed clients and young people in the Youth Training Scheme, together with an involvement in a range of initiatives associated with training and unemployment e.g. Job Clubs.

The successful candidate will be required to visit employers, educational institutions and managing agents, and complete quarterly reports, returns and written reports as requested by the Team Leader. A Casual User Car Allowance is attached to this post and assistance with removal expenses may be available.

Application forms are available from the Chief Personnel and Management Services Officer, Westgate Hall, Westgate Village, South Shields (Telephone Tyneside 4554988) and should be returned by Noon on Friday 3rd April 1987.



EDUCATION DEPARTMENT Deputy Principal Careers Officer £11,307 - £12,009

To be Deputy to the Principal Careers Officer and to assist him in carrying out his responsibilities for the overall administration of the Careers Service in this Outer London Borough. The postholder will be required to act as the second most senior member of the Careers Officers team and to assume responsibility for the day-to-day supervision of sectors of the area and service.

Applicants should possess a university degree, or equivalent, and appropriate specialist diploma. Appreciable experience is essential in both careers guidance and the supervision of careers staff as relevant to senior duties of this post.

A casual user car allowance is payable and consideration will be given to assistance with removal and related legal expenses.

Application forms and further details obtainable from the Director of Education, The Grove, Cerehelton, Surrey SM5 3AL. Tel: 01-861 5748.

Closing date 10 April 1987.

LONDON BOROUGH OF SUTTON

COLCHESTER INSTITUTE CHIEF ADMINISTRATIVE OFFICER and CLERK TO THE GOVERNING BODY

Applications are invited for the chief administrative post in this major College of Further and Higher Education. The successful applicant will be a member of the senior management team and will be responsible for three key areas: - administration; financial management and budgetary control; personnel, including responsibility for non-teaching support services. Experience in computer-based management information systems would be an advantage.

Salary Range:
Principal Officer's Scale P05
£18,011 - £17,180 per annum.

Further details may be obtained from The Director, Colchester Institute, Sheepen Road, Colchester CO3 3LL (Telephone: 0206-570271).

Closing Date: Thursday, 16th April, 1987.

ESSEX County Council

ADVISER FOR SPECIAL EDUCATIONAL NEEDS Soulbury: Headteacher Group 9

Applications are invited from candidates with recent successful teaching and management experience to a senior level in mainstream and/or special schools.

This is a new post with important responsibilities to promote effective learning for young people with special educational needs within mainstream and special provision, across the full age and ability range, and to play a major role in the area of in-service training for teaching and ancillary staff.

Application forms and further details available from the County Education Officer, County Hall, Newport, Isle of Wight PO30 1UD.

Closing date: 3rd April 1987.

Isle of Wight County Council

ADMINISTRATION - LEA

CAMBRIDGESHIRE COUNTY COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

ASSISTANT EDUCATION OFFICER (SCHOOL) £14,000 - £15,245 p.a.

This is one of two fourth tier posts of Assistant Education Officer in the County. The successful candidate will be required to act as the second most senior member of the Education Officers team and to assume responsibility for the day-to-day supervision of sectors of the area and service.

Application forms and further details are available from the County Education Officer, County Hall, Cambridge CB2 3RQ. Tel: 0224 317891. Closing date: 10 April 1987.

NORTHUMBERLAND COUNTY COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

CAREERS ADVISER £8,391 - £9,216 p.a.

Candidates are invited for the above post, one to be based in Hexham and one in Alnwick. Candidates should be professionally qualified and hold a recognised diploma in careers guidance. A casual user car allowance is payable and consideration will be given to assistance with removal and related legal expenses.

Application forms and further details obtainable from the Director of Education, The Grove, Cerehelton, Surrey SM5 3AL. Tel: 01-861 5748.

Closing date 10 April 1987.

General Inspector for Information Technology and Computer Studies £18,357 - £19,889

To be responsible for information technology and computer studies in schools and colleges across the County and for general advice to a wide range of schools in the North East Area.

You should have substantial and successful teaching experience, some of it at a senior level. Experience of contributing to in-service education would be an advantage. This post will be based at the Area Education Office at Weybridge.

Further details and application form from Education Department, N.T.P. Section, County Hall, Kingston upon Thames, KT1 2DA. Tel: 01-841 8690 quoting ref. NTP38. Closing date 3 April 1987.

Youth and Community Worker £10,128 - £11,328

A qualified Youth and Community Worker is required to work in the North East Education Area of Surrey. You will be responsible for the delivery of Youth and Community Work. This purpose built Centre has a full management committee and operates a programme of personal and social education for young people and is keen to develop its work with the Centre is used by many community groups. The work is supported by a team of essential youth workers (part time) and volunteers.

We need an enthusiastic, experienced and committed youth worker. You should hold a Youth Work or teaching qualification and have proven management skills. The County Council has a generous relocation assistance scheme and temporary housing may be available.

Application form and further details from Mr. Peter Wiles, Senior Youth and Community Officer, N.E. Area Youth and Community Office, Monument Hill, Weybridge, Surrey, Tel: Weybridge 82811. Closing date 6 April 1987.

SURREY COUNTY COUNCIL

Inspector for Visual Arts

Applications are invited for this newly established post which offers considerable scope for an experienced, enthusiastic and well qualified teacher committed to Visual Arts as an essential part of the education for all pupils.

The post is suitable for those new to inspectorate work or for experienced inspectors and advisers seeking a new challenge. Detailed duties are negotiable. Conditions of service are Sullbury and salary is in the range Teacher Group 8-10.

Application forms and further details are available from the County Education Officer, County Hall, Newport, Isle of Wight PO30 1UD.

Closing date: 3rd April 1987.

CROYDON EDUCATION

Application forms and further details are available from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TF. Telephone 01-760 5480.

DURHAM COUNTY COUNCIL

SUBJECT ADVISER FOR INFORMATION TECHNOLOGY/BUSINESS STUDIES

The Authority is seeking to strengthen its Advisory Service by the appointment of an Adviser for Information Technology/Business Studies. Applications are invited for a well qualified and experienced teacher for the above role. The successful candidate will be to advise on matters relating to the Information Technology/Business Studies in schools and colleges. The Adviser will be based at the County Education Office, County Hall, Durham. Salary: £18,785 - £19,275. Head Teacher Group 9. Applications should be fully supported and demonstrating role of Information Technology/Business Studies throughout the curriculum for pupils aged 11 to 18 years, and should ideally also have knowledge of the Durham Information Studies/Information Studies courses. Durham Schools are all equipped with the BBC range of computers and a thorough working knowledge of those computers is essential. Application forms and further details available on receipt of a stamped addressed envelope from the Director of Education, Arnprior Rectory, County Hall, Durham. The closing date for the receipt of applications is 3rd April 1987. A Union membership requirement is in force and applies to this post. 480000

ESSEX COUNTY COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

CAREERS OFFICER (Main Grade) £14,000 - £15,245 p.a.

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Application forms and further details are available from the County Education Officer, County Hall, Cambridge CB2 3RQ. Tel: 0224 317891. Closing date: 10 April 1987.

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Application forms and further details are available from the County Education Officer, County Hall, Cambridge CB2 3RQ. Tel: 0224 317891. Closing date: 10 April 1987.

ESSEX COUNTY COUNCIL



a member of the

MIDLAND EXAMINING GROUP

Applications are invited for the following appointment tensible from 1st September 1987.

Principal Assistant Secretary (Examinations) (Re-advertisement)

To advise MEG Subject Panels on the development of GCSE syllabuses, schemes of assessment and associated systems of administration. The successful applicant will work with colleagues in other MEG Boards and the appointment offers a challenging opportunity to make a major contribution to the development of the GCSE. Candidates should have graduate or equivalent professional qualifications, recent teaching or examination Board experience and detailed knowledge of the theory and practice of educational assessment.

The salary on appointment will be at the point on the 4 point scale £17,987 - £19,784. This scale is linked to the salaries of Chief Officers in local authorities whose 1986 annual salary review, due on 1st July 1986, is still under discussion in the NJC and has yet to be announced. The advertised salary will therefore be increased, as appropriate, by the annual reviews awarded to Chief Officers on 1st July 1986 and again on 1st July 1987.

The appointment is superannuable and conditions of service generally will be those prescribed by the National Joint Council for Local Authorities' Administrative, Professional, Technical and Clerical Services and as determined by the Board.

Applications should be submitted by Friday 17th April 1987. Interviews will be held on Thursday, 7th May 1987.

Further details are available from the Secretary, The West Midlands Examination Board, Norfolk House, Smellbrook Queensway, Birmingham B5 4NJ or telephone 021 631 2151.

Administration General

LONDON SE21
DULWICH COLLEGE
Applications are invited for the post of BURSAR from 1st August 1987. Full details can be obtained from The Clerk in Charge, Dulwich College, London SE21 2LD to whom applications should be sent, to arrive by 30 April 1987. (02866) 50000

Educational Psychologists

SHROPSHIRE
EDUCATION COMMITTEE
GRIST
GRANT RELATED
IN-SERVICE TRAINING
(Three Years 1987 - 1990)
APPOINTMENT OF
EDUCATIONAL PSYCHOLOGIST
Salary £10,107 - £17,148
An experienced Educational Psychologist is required to join a team covering both rural and urban parts of the county. The post offers an opportunity to work in a variety of mainstream and special settings and to the County In-service Programme.
The appointment is for three years in the first instance.
Application forms and further particulars (SAE) available from the County Educational Psychologist, The Monkslands, Abbey Foregate, Shrewsbury.
Closing date: 13th April 1987. 102641 50000

Department of Education and Science

HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

FURTHER AND HIGHER EDUCATION ART AND DESIGN (Ref 26/87)

The posts require specialist qualifications and substantial experience of teaching photography, ceramics and textiles to BTEC, Higher National Diploma, degree and post-graduate level.

Knowledge of the equipment, materials and processes used in commerce and industry is essential for all posts, and experience as a professional photographer or ceramicist or textiles designer in industry is desirable.

Starting salary for the posts is within the range of £18,020 - £24,302. Relocation expenses of up to £5,000 may be payable.

Application forms (to be returned as soon as possible and not later than 10 April 1987) and further information may be obtained from Mrs S Willis, Department of Education and Science, 39 York Road, London, SE1 7PH. Telephone: 01-934 0798, 0799, 0800.

The Civil Service is an equal opportunity employer.

DIRECTORATE OF EDUCATION AND RECREATION

Senior Education Welfare Officer

£9129 to £9954
plus ESSENTIAL CAR USER ALLOWANCE (P/245)

Education Welfare Officer

£7344 to £8910
plus ESSENTIAL CAR USER ALLOWANCE (P/245)

Do you have experience of working with children, adults and schools in a social work or similar environment?
Do you have a mature approach and a willingness to learn and apply a range of different skills?

We are looking for two people to join an Education Welfare team (comprising one Senior and four Education Welfare Officers) looking after families, teachers, the Directorate's Schools Division and social work agencies. You would be dealing with a wide range of problems which arise in the home or school and affect a child's or young person's education.

Bob Trayler, Chief Education Welfare Officer, will be pleased to discuss the posts informally, on 01 545 2121 ext 2417.

Job details are available from Director of Education and Recreation, Cuthbert 2, Kingston upon Thames, Surrey KT1 1EU, telephone 01 546 1211 ext 2232 (office hours) or 01 546 4949 (other times). Please quote vacancy reference.

Closing date: 3 April 1987.

Royal Borough of
KINGSTON
upon Thames
An equal opportunities employer

FURTHER EDUCATION UNIT

The FEU which is an advisory, intelligence and development body for further education requires as from 1 September 1987:

Development Officer

for Review and Liaison. The officer appointed will have special responsibilities for developing further the function of the Unit by which it is required to review the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies. This will also require liaison with those other agencies who are also responsible for curriculum development and review.

Applicants should therefore have a wide knowledge of FHE Curricular sources and agencies, appropriate experience in FHE and an ability to identify and analyse the factors that contribute to curriculum change. An ability to disseminate messages in line with FEU policy emanating from the review processes is essential.

The post will be based in London, but some travel will be involved. Salary range £15,785 - £20,930 including £1,465 per annum inner London weighting.

FEU Development Officer appointments are normally for a period of three years with a possible extension of not more than a further two years. Secondment from present posts is preferred but other arrangements are possible.

Application forms and further information are available from: The Further Education Unit, Room 5/87, Elizabeth House, York Road, London SE1 7PH. Telephone: 01-934 9424/9423.

Closing date for receipt of completed application forms is Wednesday, 8 April 1987.

An equal opportunities employer.

(11308)

YORKSHIRE AND HUMBERSIDE REGIONAL EXAMINATIONS BOARD

RESEARCH ASSOCIATES (2 Posts)

As part of its contribution to the work of the Northern Partnership for Records of Achievement, the Board is seeking to appoint up to two seconded teachers for a period of twelve months from 1st September 1987. Successful applicants will work from the Harrogate Office but will also be expected to work in centres throughout the region. Applications are therefore invited from teachers working in one of the eleven local authorities in Yorkshire and Humberside, who are interested in this work.

The work to be carried out will be in support of the NPRA Pilot Study for the accreditation of centres for Records of Achievement. Applicants should have recent experience of developing records of achievement in school, and should be familiar with the work which NPRA is currently undertaking.

Candidates will need to demonstrate awareness of the organisational implications of instituting records of achievement in schools to date. Good analytical and communication skills are essential, as is the ability to work under pressure in order to meet deadlines for the publication of reports. Candidates must also hold a current driving licence.

It is anticipated that the successful candidates will be seconded on existing salary, which the board will reimburse to the appropriate local authority. A condition of appointment is that prior to making any application, candidates will have secured agreement from their head teacher and local authority that their secondment for twelve months will be fully supported.

Applications (no forms will be issued) setting out full details of relevant experience, qualifications and salary, and quoting the names of two referees, should be sent to the Secretary to the Board, Yorkshire and Humberside Regional Examinations Board, 51-53 Springfield Avenue, Harrogate, North Yorkshire HG1 2JL. Closing date: 30 April 1987.

Leicestershire

EDUCATIONAL PSYCHOLOGISTS (5 Posts)

Salary: Soulbury £13,053 to £17,148 p.a.

Applications are invited from fully qualified educational psychologists, or those completing their postgraduate professional training in 1987, for these varied and challenging posts within the Schools Psychological Service. Four of the posts are newly established and represent the first phase of an expansion of the Service. Each successful applicant will work in one of the three areas (each with all educational psychologists are administratively based in Leicester).

Essential car allowance/leave scheme, plus removal and disturbance allowances are available in approved cases. Further information may be obtained from Mr. J. A. Wallis, Principal Educational Psychologist, (Leicester) 0536013.

Application forms available on receipt of a s.a.e. from the Director of Education, Room 25, County Hall, Glenfield, Leicester, LE3 8AF. Closing date - 6.4.87.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability. Disabled applicants will be guaranteed an interview. Suitably qualified and experienced, and supported by a responsible agency e.g. D.O.B.

(11410)

Joint GCE O-level/CSE 1987 ASSISTANT EXAMINERS

The Northern Examining Association has vacancies for Assistant Examiners for the 1987 joint examinations in the following subjects. The examinations follow the pattern of those of the GCSE. Applicants should normally have at least three years recent teaching experience.

ASSISTANT EXAMINERS

French Speaking
French Writing
French Listening
French Reading
German Speaking
German Writing
German Listening
German Reading
Spanish Speaking
Spanish Writing
Spanish Listening
Spanish Reading

For the above posts, further details and application forms can be obtained from:

Yorkshire and Humberside Regional Examinations Board
31-33 Springfield Avenue
Harrogate
North Yorkshire HG1 2HW



EXAMINERS

LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS
EAST ANGLIAN EXAMINATIONS BOARD
LONDON REGIONAL EXAMINING BOARD
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

General Certificate of Secondary Education Examination

Applications are invited for the following appointments for the June 1988 examination. Applicants should be graduates or hold other appropriate qualifications and should be under 65 with, normally, five years' recent teaching experience for Chief Examiner and three years' for Coursework Assessor appointments. Examining experience is usually essential for Chief Examiner appointments, but it is appreciated that opportunities for teaching and examining Modern Greek are limited. Previous applications for these posts will be considered with any new ones. Application forms and further details may be obtained from the address indicated below to which completed application forms should be returned by 31 March 1987.

Chief Examiner MODERN GREEK (Re-advertisement) FOOD AND COMMUNITY Coursework Assessors HISTORY, SYLLABUSES A, B and C

Details from: The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope.

(12682)

MIDLAND EXAMINING GROUP

East Midlands Regional Examinations Board
Oxford and Cambridge Schools Examination Board
Southern Universities' Joint Board for School Examinations
The West Midlands Examinations Board
University of Cambridge Local Examinations Syndicate

GENERAL CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

Applications are invited for the following

CHIEF EXAMINER CHIEF COURSE WORK MODERATOR

appointment for June 1988:

GRAPHIC COMMUNICATION

Further details and application forms may be obtained from: The Secretary, University of Cambridge, Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU.

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Board invites applications for the following appointments:

CHIEF EXAMINERS ADVANCED LEVEL for JUNE 1990

GEOGRAPHY for JANUARY 1988
BIOLOGY for JUNE 1989
ANCIENT HISTORY
BIOLOGY
CHEMISTRY (PRACTICAL)
ENGINEERING SCIENCE
LAW
PHYSICS (Comprehension and questions on the Topics)
SOCIOLOGY

ADVANCED SUPPLEMENTARY LEVEL

PHYSICS for JUNE 1989
ORDINARY LEVEL (OVERSEAS) for JUNE 1989
ENGINEERING SCIENCE
PHYSICS WITH CHEMISTRY
MODERATORS FROM 1 AUGUST 1988

BRITISH ECONOMIC AND SOCIAL HISTORY

CLASSICS

COMPUTING SCIENCE

ENGLISH

GEOGRAPHY (ADVANCED LEVEL)

GEOLOGY

GOVERNMENT GROUP OF SUBJECTS

ITALIAN

MUSIC

SPANISH

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Chief Examiners' duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners. For application forms and further details write to: The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 22 April 1987. Previous applications for the Advanced Supplementary level post in Physics will be considered with any new ones.

(14829)

MIDLAND EXAMINING GROUP

East Midlands Regional Examinations Board
Oxford and Cambridge Schools Examination Board
Southern Universities' Joint Board for School Examinations
The West Midlands Examinations Board
University of Cambridge Local Examinations Syndicate

GENERAL CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

Applications are invited for the following

CHIEF COURSE WORK MODERATOR

appointment for June 1988:

BRITISH SOCIAL AND ECONOMIC HISTORY (1700 to the Present Day)

Further details and application forms may be obtained from: The Secretary, University of Cambridge, Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU.



The Institute of Administrative Management (formed 1915) is the leading organisation of professional managers concerned with the introduction of office systems and their effect on business performance, people and the office environment. A vacancy exists for the following:

EDUCATION OFFICER

Responsible for developing the professional examination programme; Serving Education Committees, and liaison with colleges.

Applicants should be suitably experienced graduates with working knowledge of H.E. and F.E. procedures and proven administrative ability.

Age 26-45. Salary: negotiable c. £10,000.

Please write in confidence enclosing a.v. to John Ainsworth, Secretary General, The Institute of Administrative Management, 40 Chateaux Parade, Petts Wood, Croydon, Kent BR6 1RW. Tel: 0688 76555.

(128127)

The Diocese of Rochester wishes to appoint

AN ASSISTANT DIRECTOR OF EDUCATION

to specialise in Children's Work and help develop work with young people up to the age of 18.

Further details from:

The Diocesan Director of Education
St. Nicholas Church
Rochester, Kent ME1 1SL

Tel: Medway (0634) 812775

A S Level Examinations June 1989

The Associated Examining Board invites applications for the following appointments at GCE Advanced Supplementary level. Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years recent relevant teaching experience and experience of examining.

Chief Examiners

ACCOUNTING ref A9
CHEMISTRY ref A11
COMPUTING ref A5
GENERAL STUDIES ref A5
GEOGRAPHY ref A11
MATHEMATICS (3 posts) ref A5
(i) Pure with Applications ref A5
(ii) Calculus and Particle Dynamics ref A5
(iii) Applied Statistics ref A5
LAW ref A9
MATHEMATICS (3 posts) ref A5
(i) Pure with Applications ref A5
(ii) Calculus and Particle Dynamics ref A5
(iii) Applied Statistics ref A5
PSYCHOLOGY ref A9
SOCIOLOGY ref A9

Moderators

CHEMISTRY ref A11
COMPUTING ref A5
GENERAL STUDIES ref A5
GEOGRAPHY ref A11
MATHEMATICS (3 posts) ref A5
(i) Pure with Applications ref A5
(ii) Calculus and Particle Dynamics ref A5
(iii) Applied Statistics ref A5

Chief Moderators (Coursework)

COMPUTING ref A5
ENGLISH ref A3
ENGLISH LITERATURE ref A3
GENERAL STUDIES ref A5
HISTORY (4 posts) ref A5
(i) English and European History 1450 - c. 1750 ref A13
(ii) British and European History c. 1750 - 1980 ref A13
(iii) Aspects of World History since 1945 ref A13
(iv) British Economic and Social History c. 1750 - 1875 ref A13

Application forms and further details may be obtained from The Secretary General (quoting the Departmental Reference Number as required for each post, as indicated above e.g. A9), The Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 5XJ. Completed forms should be returned not later than 3rd April, 1987.

The Associated Examining Board

AEB

